

# GLASSBORO HIGH SCHOOL

## November Report

Submitted by: Dr. Danielle F. Sneathen

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### ADMINISTRATION:

- Staff Evaluations (November)

Tenured Certified Staff	4	
Non-Tenured Certified Staff	4	
Non-Certified Staff	0	

- Committee Meetings

11.5.18 Athletic Hall of Fame Mtg.

11.5.18 After Prom Committee Mtg. – 6PM

11.6.18 ScIP Mtg.

11.7.18 Safety Team Mtg.

11.13.18 Department Meetings

11.20.18 Faculty Meeting

11.20.18 Administrative Council Meeting

11.27.18 GSCPA Mtg.

11.28.18 PDS Committee Meeting

11.28.18 IR&S Mtg.

11.28.18 Rowan Resume Workshop

11.29.18 PLC's

11.30.18 Future Ready Mtg.

11.15 & 11.29 Mentoring Meeting with Samantha Shoemaker

### INSTRUCTION / STUDENT NOTES:

#### English/History

**American History 1:** Mr. Wisniewski and I covered chapters 6-11. Topics included the expansion and development of the country during the early part of the 19th-century, as well as the Civil War. Students will be taking their Civil War unit test this Friday, the last day of the month. Students will complete a major project in which they research and present an important battle and individual from the war. This accompanies normal instructional practices including (but not limited to) guided notetaking, secondary reading analysis, primary source analysis, formative reviews (e.g. Kahoot, Jeopardy), tech-based exercises (e.g. web quests), class discussions, etc.

**American History I:** Mr. Humes and I covered chapters 26-28 which focused on the Cold War and the 1960s. Students will be tested on the Sixties at the end of the month before we move into the Civil Rights Movement. Instructional practices include (but are not limited to) guided notetaking, secondary reading analysis, primary source analysis, formative reviews (e.g. Kahoot, Jeopardy), tech-based exercises (e.g. web quests), class discussions, etc.

**AP English Language and Composition:** In November, students completed an extensive and interesting survey of philosophy during a unit called Discoveries and the Mind. We spoke about the competing tenants of science and religion, as well as various concepts of human perception and consciousness, all while reading the words of history's greatest thinkers. Students eventually wrote and compare and contrast essay where they analyzed the arguments of Bill Nye

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and Ken Ham in their publicized debate. Students continue to learn new rhetorical devices, tone words, fallacies, and advanced vocabulary.

**CP English II:** Students defined unfamiliar words and used them in sentences; Students finished reading *The Things They Carried* and answered text-based questions; Students viewed clips from various war films such as *Saving Private Ryan*, *Forrest Gump*, *American Sniper*, and *Platoon*; Students answered questions and related these clips thematically to *The Things They Carried*; Students read, annotated, and discussed John Steinbeck's essay "Why Soldiers Won't Talk."; Students engaged in thoughtful discussions about storytelling, truth, PTSD, repression, and tangible/intangible burdens; Students took a final test on *The Things They Carried*.

**CP English II:** Students finished reading *Night*. Students viewed Timothy Horner's TED Talk and learned eight rhetorical devices. Students continued to practice identifying rhetorical devices through close reads of *Night*. Students read two short stories, "Harrison Bergeron" and "My Son the Fanatic" and made connections to *Night*; students focused on common themes and character analysis between the memoir and short stories in several open-ended prompts. Students continue to learn about tone and style through the following texts "Perils of Indifference" and "Portraits of Reconciliation". Students continue to read their choice reading books and learn vocabulary in-context.

**CP English III:** Students have been practicing a variety of writing techniques within their poetry and personal narratives. Students have also been practicing answering open-ended responses by including textual evidence and transition words. We began reading *The Crucible* (Act 1). New vocabulary terms were introduced and students completed PowerPoint presentations in groups to identify the words, their meanings, part of speech, and mental model.

**CP English IV:** Students just finished reading *Hamlet*. They read each scene and dissected Shakespeare's writing. Students were taught grammar techniques and used these techniques within their open-ended responses. Students also began using IXL (Language Arts) as practice for taking their SATs.

**ELA I:** Students defined unfamiliar words and used them in sentences; Students performed writing exercises to reinforce grammatical conventions and parts of speech; Students took notes on Shakespeare's life and career, as well as the Globe Theater; Students performed close-readings from *Romeo and Juliet*; Students read Act 1 and most of Act 2 of *Romeo and Juliet*; Students made character charts and took notes on early modern English terms; Students took a quiz on Act 1 of *Romeo and Juliet*; Students viewed clips of the film version of *Romeo and Juliet* to enhance their understanding.

**ELA I:** Students made connections between Malala and a 13 year old social media activist named Marley Dias. Students also made connections between classic literature and YA fiction. We end the month working on writing persuasively.

**ELA I:** Students were introduced to IXL and completed diagnostic tests in order to identify reading comprehension weaknesses and strengths. Students continued to read their choice reading books and complete writing assignments to show knowledge of choice reading. Students finished *I Am Malala* and took the formative assessment. Students viewed Malala's father's TED

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Talk and analyzed its effect on society. Students read a Newsela article related to I Am Malala and completed PARCC-like questions. Students viewed the film The Breadwinner and analyzed its' connection to I Am Malala.

**ELA II:** Students continue using technology to prepare for PARCC and SAT. Compare and contrast themes in literature.

**ELA II:** Students studied holocaust literature by reading the novel Night by Elie Wiesel and reading various historical and informational accounts of the circumstances surrounding this tragedy. Students also engaged the new IXL learning platform daily, and performed close reading exercises with a variety of texts one-on-one with their teachers. Students continue to learn tier 2 vocabulary words as they appear in the texts.

**English as a Second Language:** Students use IXL to increase grammar, reading, and writing skills. Continue reading class novel about a girl from Pakistan. (Amal Unbound)

**English RPO:** Students began reading Night by Elie Wiesel. Students analyzed rhetorical devices in the novel. Students read the short story Harrison Bergeron and compared the themes with those in Night. Students completed vocabulary in context for Night. Students continued to work on grammar activities on Noredink.com. Students completed a Socratic Seminar discussing how silence and self-preservation can perpetuate cruelty.

**Test Prep:** Students took the SATs and received their scores. I conferenced with students about scores. They are preparing for the ASVAB by completing practice tests and learning test-taking strategies.

### Math/Science

This month, two seniors cleared their NJ State Testing Graduation Requirement on their November SATs. Ten students remain 'not cleared' and are still participating in the alternative pathways to graduation. These basic skills students have not yet demonstrated proficiency on a state approved exam in order to be cleared for graduation. Six students are working in math, one student is working in English, and three students are working in both math and English to achieve their goal. Dr. Sneathen, Mrs. Rynkiewicz, and a guidance counselor met with each student to discuss their November SAT results, and what happens next on their Pathway to Graduation. Students are still waiting results from the October PSATs. Students will take the December ASVAB. After the holidays, students will continue to prepare for exams, as well as begin the Portfolio Appeal Process.

Mrs. Spadafora: In Integrated Geometry, we continued to work on Chapter 4 Congruent Triangles and worked on Chapter 9 Transformations. We have implemented the use of the new iXL tool for daily warm-ups. We continue to use the 1:1 laptops to Practice PARCC problems as well.

Mrs. Metelow: In Integrated Algebra 1, my students are finishing up Chapter 4: Writing Linear Equations. Throughout the month of November, my classes have been using iXL as extra practice both inside and outside of class. I believe that my students have benefited from using iXL because it gives instant feedback on correctness and accuracy in their mathematics, and it

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also provides detailed explanations at the end of each problem. In almost every concept and section that the class learns, there is an iXL “strand” for the students to master. Because I have varying academic levels in my resource classroom, some students take significantly longer on assessments than other students. When my other students have this extra time, I have them practice past and future concepts on IXL. Students feel the need to do well in IXL because of the competitiveness of the “Smart Score” that they receive from each strand. In addition, because we have access to skills from kindergarten to 12<sup>th</sup> grade, it is easy to differentiate practice problems based on student ability. I will continue to use this program in the chapters to come. This program is a great tool for math teachers because can help increase students’ fluency and accuracy in math concepts.

Mrs. Keating/STEM:

On 10/29, the Academies hosted an Open House at Rowan for the 2018-19 year from 5:30-8pm. Applications for all Academies are due 12/3/18.

On 1/26/19, STEM is hosting the 2<sup>nd</sup> annual FLL Qualifier at GIS from 7-4pm. Volunteers are needed. More information is forthcoming.

Twelve STEM students are registered to take spring classes at Rowan from January to May. Fall classes are ending in 3 weeks.

National Hour of Code is next week. STEM is encouraging building Principals to have their schools participate and encourage students to try computer coding.

STEM is collaborating with Rowan on a few grants. Acceptance of grant proposals will be announced this spring.

Mrs. Keefer: Biology – In Ms. Keefer’s Biology classes, one of which is with Mr. Scheuer, we are currently working on the Genetics UbD unit. In this unit students will be learning how to build proteins, predicting traits, following a specific trait through a biological family, and pros/cons of biotechnology. Along with the learning activities from the unit, students will be completing three small performance assessments. The performance task for this unit, Ajax Seed Company task, will have students assume the role of a geneticist working with a farmer to guarantee the seeds he buys will have the desired characteristics. Students will analyze the genetic characteristics of these hypothetical seeds to advise the farmer. The second performance task, students will work in pairs to complete the Dragon Genetics Lab in which they cross their pet dragon with a pet dragon belonging to a classmate to determine what traits the offspring will have due to the random mixing of genetic traits. They use Popsicle sticks, representing chromosomes, to learn about Mendel’s Law of Independent Assortment and how the different types of dominance play a role in inheritance and variation. Students then decode the inherited genes to determine the phenotype of their pets’ offspring. Partners then use these traits to draw their pets’ babies and then answer analysis questions. Performance Task three is a group Pedigree Project. This involves students working together to map a pedigree of a specific trait through a hypothetical, biological family. This family will consist of each of the group members, acting as siblings, and adding hypothetical parents, spouses, and children. The groups will be tasked with drawing an appropriate pedigree and labeling each individual with the correct genotype and phenotype.

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### Guidance

Total Number of Consultations with Teachers, Administrators and Child Study Team Members: 139

Total Number of Conferences with Teachers, Administrators and Child Study Team Members: 141

Total Number of Contacts with outside Services, Agencies, School: 33

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

Attended GCPCA Mtg.

Took students to the Historically Black College Fair

Senior Interviews-Met with seniors regarding college and career plans post-graduation

Attended CST meetings

Coordinated tables for Army and Marine

Organized ASVAB testing for December

Beginning to organize PARCC testing for January

Attended Financial Aid and HESSA workshop

Registered students for SAT

Rowan Mentors

Rowan Graduate School students working with seniors- organized and facilitated

RCGC Fall presentation

Helped to organize the Soccer Championship Assembly

Organized Operation Christmas Child

Organized GHS students to volunteer at Bowe School Fall Festival

Volunteered at the Samaritan House distributing Thanksgiving baskets

GHS guidance office facilitated 30 Thanksgiving baskets to distribute to Glassboro Families in need.

Emotional Crisis involvement Intervention, referral, and follow up

### Student Sessions

#### **R. Boyd**

Total 158

12<sup>th</sup> -51

11<sup>th</sup> - 37

10<sup>th</sup> - 34

9<sup>th</sup> - 36

#### **M. Mattioli**

Total- 155

12<sup>th</sup> - 52

11<sup>th</sup> - 34

10<sup>th</sup> - 30

9<sup>th</sup> - 39

#### **M. Ragozzino**

Total 157

12<sup>th</sup> - 53

11<sup>th</sup> - 36

10<sup>th</sup> - 37

9<sup>th</sup> - 31

### **GHS Band Program – Concert Band, Jazz Ensemble and Small Ensembles**

The band program continues to provide entertainment and musical enrichment to the school and community. The Jazz Ensemble and Brassboro (small instrumental ensemble) will be visiting area assisted-living homes and the Glassboro Senior Center on December 19, 2018. Brassboro and the GHS Marching Band will perform at the Glassboro Towne Square as part of the town's Boro In Lights event. Brassboro will also be performing for

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attendees at the December 12<sup>th</sup> Board of Education Meeting prior to the meeting commencing.

### **GHS Marching Band**

The Marching Band competed on 11/11 in the Cavalcade of Bands Championships Independence Division at the Hershey Park Stadium. The band and guard won third place out of 15 bands. They also earned a new high score of 90.05, the highest since returning to competition around 2012. The band also performed in the Pitman Christmas Parade (11/27) and the West Cape May Christmas Parade (12/1)

### **Fine and Performing Arts Academy**

As of this report (12/3), six applications have been received for the music academy. Two are from out-of-district students and four are from resident students.

### **Professional Development**

Mr. Myers served as the guest conductor of the Atlantic Cape Honors Band for 2018. He conducted this band of talented students from Atlantic and Cape May County schools in a concert at Absegami High School on December 2<sup>nd</sup>. MR. Myers will also be performing in concerts on December 3<sup>rd</sup> (South Jersey Area Wind Ensemble – Stockton University), on December 5<sup>th</sup> (Cumberland County College Community Wind Ensemble and Jazz Band - Ocean City Wesleyan Manor) on December 9<sup>th</sup> (Atlantic Brass Band – Laurita Winery, New Egypt) and on December 16<sup>th</sup> (Pea Patch Brass Quintet – Woodstown Friends Meeting)

### **WORLD LANGUAGE**

- Students are learning how to describe their homes in French, how to communicate about their lives, and about French literature.
- Continues to mentor a new Math teacher, throughout the month. We met during lunch and as needed in the mornings.
- Conducted a meeting for the France/Spain Trip: discussed rooming, packing, fundraisers, and other important information for the trip
- Held the November French Club meeting. Students learned about different cheeses from France and other French-speaking countries and participated in a cheese tasting.
- Delivered GHS dual college credit registrations to CCC in Blackwood
- PLC- Meeting at lunch for Ed Tech with Ms. Kornicki
- Ran a bake sale after school with students to help fund the France/Spain trip

### **SPANISH**

- Spanish 4 Honors students used their Spanish skills to discuss the theme of immigration. Students discussed the positive and negative impacts of illegal immigration for both Americans and people from other countries.
- Students in Spanish 2 completed a unit on clothing. Students were able to describe how clothing looks, fits and how much it costs. Students were able to go shopping in class as a cumulative activity to practice their vocabulary.

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- Hosted a meeting of Spanish club to make sugar skulls for Day of the Dead
  - Attended a SCIP meeting after school
  - Attended the EdTech PLC during lunch.
  - Co-supervised a bake sale after school for the France/Spain Trip.

### **ITALIAN**

- Italian II, we finished the Foods Unit by creating a skit and ordering food and drinks in a restaurant. We also learned about the importance of open air markets in Italy and we had the opportunity to take a trip to the Italian Market where a tour met us and traveled to different stores sampling cheese, olive oil, vinegars and of course pastries
- Italian IV we are continuing with Pinocchio, and learning more on the region of Tuscany

### **BUSINESS**

- Marketing and Entrepreneurship classes hosted Alexa Ragazzino, Public Relations and Social Media Manager for SodaStream North America. Alexa spoke to the students about her role at SodaStream along with her experiences in high school, college and internships and how they all played a part in her success and where she is today. As an added bonus, she brought in her own SodaStream machine and made and distributed samples for students to try. YUM!
- Financial Literacy classes concluded the H&R block budget challenge. According to the Final Survey 88% of the students believed this was a valuable learning experience and that the simulation was realistic.
- Students are currently completing their post high school plan using the Naviance survey tools. They will research their chosen career and create a plan to achieve their goal.

### **LEARNER'S ACADEMY**

- Students in our MD program have mastered solving one and two step equations!
- Students are improving on using evidence from the text to support their answers.
- We are wrapping up our fall session of working out with Rowan University's trainers from Get FIT. We will start back up in February.
- We are beginning to plan and prepare for our Holiday Open House (scheduled for Dec.).
- Attached are pictures from a recent community based instruction trip (CBI). The first picture is of two students at the Mosaic Center in Downtown Glassboro. Students there received a tour and explanation of the purpose and daily operations and then completed a craft to be displayed. The second picture is of a group of students who assisted Mrs. Ragazzino in handing out food at the Samaritan House.

### **ATHLETICS:**

Winter sports season has started.

**OPERATIONS: None**

**FACILITIES: None**

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### **ADMINISTRATION (PERSONNEL)**

Sample lessons are scheduled for the open Physical Education position.  
A posting is now being advertised for the open Drama position.

### **COMMUNITY:**

11.1.18 Glassboro Idol

11.30.18 Blood Drive

### **UPCOMING EVENTS:**

12.6 & 12.8.18 Fall Show

12.18.18 Winter Choir & Orchestra Concert

12.20.18 Winter Band Concert

12.21.18 Holiday Homecoming 8-10AM









	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Board report- GHS nurse</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>	
2	<b>Health office log #of days/month</b>			17	22	17								
3	Illness (1a,3a)			91	126	66								
4	First Aid/injury(1a,3a)			125	149	63								
5	Health Information Counseling (1b,2a, 2b)			31	76	45								
6	gym excuses (1a,3a,1e)			16	8	10								
7	medications (daily, as needed) (2e, 3b)			33	56	43								
8	asthma (rescue inhalers, nebulizers)			5	23	20								
9	Accident reports (student)			6	9	6								
10	infectious exculsion (1a, 1e)			1	1	1								
11	Sent home (1a, 1e)			8	15	10								
12	sent home and referred to physician/hospital (1e)			5	11	4								
13	medical emergency/911 required			0	0	0								
14	doctors notes			35	35	27								
15	diabetic management (Bloodsugars, insulin, carb counts/insulin pumps)			1	0	0								
16	Concussion (evaluation, assessment, referral/health care plans/504, education to staff/students) S=sport injury; G=gym class; O=other/home injury			2 S= 2 G=0 O=0	5 S= 4 G=0 O=1	0								
17	other			21	31	28								
18	<b>Screening (1b, 4c, 2e)</b>													
19	heights/weights/blood pressures			0	0	0								
20	Additional blood pressure screenings			1	2	1								
21	Hearing			0	1	0								
22	Vision			0	2	2								
23	Screening Referrals			0	0	0								
24	CDS assessment			0	3	7								
25	I&RS			0	0	0								
26	CST			0	1	1								
27	Sport Physicals processing	42	34	21	18	48								

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Board report- GHS nurse</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>	
2	<b>Health office log #of days/month</b>			17	22	17								
28	Sport physical 90 day update form	0	0	3	1	11								
29	<b>Evaluations and Planning</b>													
30	Individual Health Care Plans			21	3	0								
31	medical/educational 504 plans (initiation/development and review)			1	3	0								
32	I&RS case management/referrals			1	1	1								
33	medication forms (review, parent communication, teacher education)			27	8	3								
34	home instuction applications (2ab, 1f)			2	0	1								
35	home instuction returning (2ab, 1f)			0	1	0								
36	new student health record appraisals (GHS and little bulldog preschool (1b)			14	30	0								
37	transfer out record processing (2c)			32	7	2								
38	Immunizations requested (4b)			3	2	10								
39	TB tests requested (1f, 2c)			2	2	1								
40	TB test evaluated (1f, 2c)			1	0	0								
41	Working Papers			2	8	1								
42	students excluded (non infectious)			0	0	0								
43	Agency Referrals (DCP&P/counseling etc) (1d)			1	1	1								
44	emotional crisis involement (1d0				3	3								
45	<b>Total number of students services</b>			<b>512</b>	<b>528</b>	<b>416</b>								
46	<b>Other</b>													
47	attendance calls incoming/outgoing (1c, 1e, 3a)			98	124/3	136/2								
48	parent/guardian conferences/communication			18	75 (letters: 44)	19								



	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Board report- GHS nurse</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>	
2	<b>Health office log #of days/month</b>			17	22	17								
49	conferences/collaboration (teacher, parent/administrator/nurses)			0	3	6								
50	guidance/CST/I&RS conferences (1bc, 2ab,3af)			3	7	6								
51	professional communication (1b,4b)			9	1	1								
52	Reports submitted			1	2	1								
53	HIB referral/involvement			1	1	0								
54	<b>Staff</b>													
55	health office visits			9	10	7								
56	Trainings/teaching				0	0								
57	Workman's comp claims initiated			1	0	1								
58	referrals			0	0	0								
59	Education of student medical needs				1	0								
60	<b>Meetings/Workshops/Activites</b>													
61	Teacher inservice			1	0	1								
62	Faculty			1	1	1								
63	Departmental (Nurse, Health/PE) saftey			1	1	1								
64	I&RS			1	1	1								
65	Drills			2	2	2								
66	Nursing Continuing ED/workshops			2online	3online	1								
67	<b>Other</b>													
68	Free/reduced lunch forms			4	4	2								
69	Field Trip student list review			1	3	4								
70	Substitute plans			1	2	1								
71	bulitin boards			1	1	1								
72	Blood drive			dates confirm	planning meeting	complete d								
73	Volunteering/fund raisers/ mentoring/back to school/other			1	1	1								

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Board report- GHS nurse</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>	
2	<b>Health office log #of days/month</b>			17	22	17								
74	Student Nurse			0	0	1								
75	Additional Nurse's office Coverage/class trips to GHS			0	1	1								
76	health Classes taught			0	0	0								