

GLASSBORO HIGH SCHOOL

February Report

Submitted by: Dr. Danielle F. Sneathen

ADMINISTRATION:

- Staff Evaluations (February)

| | | |
|-----------------------------|---|--|
| Tenured Certified Staff | 8 | |
| Non-Tenured Certified Staff | 4 | |
| Non-Certified Staff | 4 | |

- Committee Meetings

2.4.19 After Prom Mtg.
2.5.19 ScIP Mtg.
2.6.19 Student Life Committee Mtg.
2.6.19 Safety Mtg.
2.12.19 & 2.14.19 Department Meetings
2.13.19 BOE Committee Mtg. – Data Presentation
2.20.19 BOE Mtg.
2.19.19 Faculty Meeting
2.19.19 Administrative Council Meeting
2.25.19 Diversity Committee Mtg.
2.26.19 GSCPA Mtg.
2.26.19 Block Scheduling Negotiation Mtg.
2.26.19 Key Communicator Mtg.
2.27.19 IR&S Mtg.
2.28.19 PLC's

- Professional Development

2.15.19 SEL Training
2.26.19 Virtual High School Training

INSTRUCTION / STUDENT NOTES:

English/History

English I students took the Unified Classroom Assessment 1. Students worked together to figure out what kind of classroom they work best in. Students were able to familiarize themselves with the classroom environment through a classroom scavenger hunt. Once the classroom expectations and procedures were established, students began to read *I Am Malala*. The focus of the classwork and close reads was on compare and contrast examples and how the students can utilize compare and contrast examples in their own writing. Students completed the first comparative writing piece and began to build a good foundation in order to work on their Malala presentation in the upcoming weeks.

ELA I: Students presented their Journey of the Hero projects. The Journey of the Hero project involved analysis of the JOH, creation of Google Slides presentation, and public speaking skills. Students read the first part of *The Odyssey* and started reading part two (“The Homecoming”). Part one of *The Odyssey* focused on writing a summary, learning vocabulary in-context, and analyzing characters as epic heroes. Students continue to develop their writing skills through short grammar/punctuation lessons and the “RACE” writing strategy.

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Before beginning The Odyssey/Hero Journey unit, **ELA I** students read *Enrique's Journey* and will complete an argumentative essay and provide textual evidence to support their opinion of which piece of literature contains a hero.

CP English II students began Unit 1 in the English II curriculum. Students learned about Greek drama and read "The Legend of Oedipus" and "On Tragedy". Students continue to develop their writing skills through grammar lessons and the "RACE" (restate, answer, cite, and explain) writing strategy. They utilized the "RACE" strategy when they completed a comparative analysis of "The Legend of Oedipus" and "On Tragedy". While reading *Antigone*, students completed close reads of certain passages and the odes. In order to create a culture of reading, students read an article about the benefits of reading a "real" book versus an "e-book" and completed surveys about their reading interests. Students completed the pre-assessment on Unified Classroom.

Honors English II students read informational texts about Vietnam War protests, "The Soldier" (poem) and "Why Soldiers Won't Talk" (essay by John Steinbeck). During these readings, students focused on the effects of figurative language. Students completed close reads of *The Things They Carried*; the focus was the soldiers' coping mechanisms, O'Brien's writing style, point of view and purpose. They completed a short writing assignment in which they emulated O'Brien's style as well as a writing assignment in which they analyzed the development of theme through different characters in *The Things They Carried*. Students participated in a Socratic Seminar related to *The Things They Carried* as well. Students were introduced to the morphology of words.

ELA II students completed the play *A Streetcar Named Desire* and completed a graphic organizer to show similarities and differences between a main character of the play and Homer Simpson.

ELA II students began reading *A Streetcar Named Desire*. We completed a web quest before reading to learn more about Tennessee Williams, the time period and the location in which the play takes place. The students have all taken on a role as a character in the play and enjoy acting out their part each day. Each week we complete vocabulary in context that aligns with the scenes we are reading. I have implemented short Noredink.com lessons to continue to strengthen grammar skills.

DVR (the Division of Vocational Rehabilitation Services), as well as Job Corps, came out and did presentations about their services to my junior and senior **ELA** classes. This was to get students prepared for their transition from high school to work/career. My students are both utilizing valuable learning tools such as Commonlit.org and Noredink.com to prepare them for PARCC. Students are learning to perfect their grammar skills. We are reading *Of Mice and Men* by John Steinbeck in my junior English class.

Students in **Honors English III** completed a Socratic Seminar on *Of Mice and Men* and used the novel to practice close reading and literary analysis skills. Students in all classes wrote formal business letters explaining their history as readers and writers and are engaged in reading self-selected books independently at the start of each class. They respond to these in their notebooks. All students also read and respond to a nonfiction article of the week and keep a personal

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dictionary. They are currently starting a unit on education which includes viewing and evaluating a series of TED talks.

English IV students began reading *The Defining Decade* and vocabulary in context. Students wrote a personal essay introducing themselves and discussed their personal philosophies. This week, we began writing poems for Mrs. Baldissero's yearbook project. We also began our weekly grammar lessons and spent time on IXL.

Journalism students were busy finalizing the first 80 pages of the yearbook. Students wanted to bring a more journalistic feel to the yearbook this year and with that came template design and flow. The students worked one on one with Lori, our yearbook representative, to complete this task.

ELA 1 (Full Year):

- Students defined unfamiliar words and used them in sentences.
- Students performed writing exercises to reinforce grammatical conventions and parts of speech.
- Students took a quiz and a test on Ancient Greek gods and goddesses.
- Students learned about the Hero's Journey, and mapped out the stages from a film or book of their choice.
- Students performed close-readings from *The Odyssey*.
- Students found examples of epic similes and epithets in the text, and then created their own.
- Students viewed clips of the film version of *The Odyssey*.

English 2:

- Students defined unfamiliar words and used them in sentences.
- Students performed writing exercises to reinforce grammatical conventions and parts of speech.
- Students read *Antigone* by Sophocles.
- Students answered text-dependent questions and engaged in thoughtful discussions about *Antigone*.
- Students wrote letters from the points of view of Antigone and Haemon.

Honors English 2:

- Students defined unfamiliar words and used them in sentences.
- Students performed writing exercises to reinforce grammatical conventions and parts of speech.
- Students read *A Streetcar Named Desire* by Tennessee Williams.
- Students answered text-dependent questions and engaged in thoughtful discussions about *A Streetcar Named Desire*.
- Students watched the film version of *A Streetcar Named Desire*.
- Students took a quiz on *A Streetcar Named Desire*.

In **African American History**, we started with the birthplace of humankind and explored some current national geographic findings. The students researched the geography, climate, religion, and other aspects of the African continent. As a former Peace Corps Volunteer and humanitarian aid worker, I was able to bring in photos/objects and share my experiences in Kenya and Somalia with them. We also looked at ancient African civilizations including Egypt, Ghana, and Mali and all of the amazing accomplishments of these early African people. Again I had artifacts from when I visited Egypt that I was able to share. Then we covered the Atlantic Slave Trade, African Americans in the Americas, and are currently working on Africans in the 13 colonies.

American History II students finished our opening unit on 1920s America. Students performed well on the unit test. Some highlights – we're currently trying to make cross-curricular

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connections by showing/analyzing the film adaptation of “The Great Gatsby.” We also studied Fitzgerald’s life and career through a Newsela article. By the end of the week students will also finish a brief project where they present famous black Americans.

Business

Financial Literacy classes have been playing the H&R Block budget challenge and Banzai to help student with using a checking account and budgeting. We have also incorporated mindful meditation and other activities from the SEL training.

Real World Class has just finished a unit on career exploration and writing resumes and cover letters. The students first had to evaluate their interests, skills, talents and abilities to help determine a career pathway.

Software Applications recently completed an entire unit on Microsoft Word. Students had to demonstrate knowledge and understanding in a timed end-of -chapter exam. They will begin working on a restaurant menu project to use all aspects of Microsoft Word to create a eye-catching menu.

Coop students are working on communications skills in class. Understanding the importance of communication and the barriers that could interfere with proper communication.

LEARNER’S ACADEMY

We started back up with the Get FIT program held at Rowan University. The kids really enjoy working with their personal trainers. We attended the first ever Adapted PE event organized by Gateway High School. We attended along with Kingsway and Gateway. Our students participated in ice breaker activities, adapted bowling and had lunch with the two other schools. We had a great time participating and meeting new people. The students have enjoyed having a guest teacher come in to teach a science lesson and a representative from Republic Bank teach a banking lesson.

Students are continuing to utilize the home economics room to cook, participate in community based instruction trips and structured learning experiences (job sites).

WORLD LANGUAGE

Spanish 3 Honors students used their Spanish skills to review previously learned Spanish by reading and listening to a story in Spanish. Students were able to retell the story in Spanish based on a short animation. Students began their travel unit by creating a passport and receiving a boarding pass. Students had a plane simulation where they boarded a plane, had a drink service and made their way through immigration. Students in Spanish 1 began their unit on greetings and salutations. Students participated in “Calendar Talk” in Spanish to talk about what happens each day in the school, in their personal lives and the weather and date. Students showed their listening and reading skills by working with a story based on a student’s day. Students also

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completed two free writes where they wrote anywhere from 15-150 words in Spanish based on their own abilities.

FRENCH

Students learned about communicating about their town in French and about French literature.

Math/Science

Ms. Keating and Ms. Powers are taking 11 girls to the annual RCGC Women in STEM Fair on 3/18. Ms. Abrams and Ms. Clements are taking 15 STEAM students to the Experiential Storytelling Conference 2019: Interdisc. Cultures in Art, Design, Science and Entrepreneurship at Rowan on 3/29. The conference is an exciting opportunity for our students, faculty and staff, with the speakers are well known as national and international experts in art, design, science and business/entrepreneurship. Ms. Keating and Ms. Barr are helping Rowan on 3/2 for their FLL State Competition being held at Rowan.

There are currently 7 seniors who have not passed a standardized test in order to be cleared for graduation. Students are currently working on their Portfolio Appeal under the direction of Mrs. Rynkiewicz and Mrs. Faulkner. These students will take the PSAT and the ASVAB at GHS in April. They are encouraged to take an additional SAT in the Spring.

There are currently 22 juniors who have not passed a standardized test in order to be cleared for graduation. These students can take the SAT or the ACT sometime in the spring. They will take the PSAT and the ASVAB in school in April. They will be given a PARCC in their math and English courses. Demonstrating proficiency on any of these tests will clear these students for graduation. Those students not demonstrating proficiency by September 1st will enroll in Senior Test Prep.

Guidance

Total number of Parent Contacts- by Phone: 119

By Email: 99

Parent sessions: 51

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: 31

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

Training/Additional Activities:

Attended GCPCA Mtg.

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

Attended CST meetings

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Coordinated tables for Army and Marine
Registered students for SAT
Rowan Mentors
Helped to organize and implement Random Acts of Kindness week
Organized GHS students to volunteer at Bullock School Family Night
Attended SEL workshop with Dr. Sadin
Met with the PLC SEL committee
Helped with the Black History Month assembly
Planned and implemented the Accuplacer testing by RCGC at GHS
8th-11th grade-scheduling meeting
Junior parent night

Student Sessions

| R. Boyd | M. Mattioli | M. Ragozzino |
|-----------------------|-----------------------|-----------------------|
| Total 159 | Total- 158 | Total 162 |
| 12 th – 46 | 12 th – 46 | 12 th - 48 |
| 11 th - 33 | 11 th - 34 | 11 th - 33 |
| 10 th - 44 | 10 th - 42 | 10 th - 36 |
| 9 th - 36 | 9 th - 36 | 9 th - 45 |

ATHLETICS:

Softball program applied to the Tri-County Conference to play only a junior varsity schedule this year. There are concerns for player's safety due to the student's lack of ability and experience to compete at the varsity level.

ADMINISTRATION (PERSONNEL)

- Vacant coaching positions for spring: assistant softball coach,
- Vacant coaching positions for fall of 2019-20: Head Coach for Cross Country teams (b/g).
- Vacant coaching positions for winter of 2019-20: Head Coach Swimming (b/g).

SCHEDULING

- Girls and Boys basketball teams competed in the state tournament. Girls lost in the first round and the boys lost in the third round of play.
- Spring schedules approved.
- Professional Development – I would like to request professional development time for coaching staff to be recertified in CPR (as needed) and time for coaches to participate in the NFHS National Certification Program. Coaches can earn Accredited Interscholastic Coach certification or a Certified Interscholastic Coach in a sport of their choice.
- Lack of tennis courts is hampering our Physical education program. Additional curriculum will need to be developed by staff over the summer.

OPERATIONS:

Awaiting the start of construction of the new press box.

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FACILITIES:

Current faculty room will be repurposed to house the Life Skills classroom in 2019-2020. Asbestos remediation is scheduled for Spring Break. Mr. Cusack's former office and the former mail room will now serve as a faculty lounge and a faculty work room respectively.

Tennis courts are still in disrepair.

Track improvements are planned by the Boro.

ADMINISTRATION (PERSONNEL)

AEHS Security Guard has assumed his new position, as has our new PE teacher.

COMMUNITY:

- 2.1.19 After Prom School Dance
- 2.7.19 Job Corps Presentation to Seniors
- 2.8.19 Ryan Toppi – Stockton University Signing
- 2.12.19 Junior Parent Night
- 2.12.19 Program Planning Night
- 2.13.19 & 2.27.19 Rowan Mentoring
- 2.14.19 After Prom Kiss The Pig Assembly
- 2.15.19 Senior Night – Girls Basketball
- 2.21.19 Black History Celebration
- 2.26.19 Senior Night – Boys Basketball & Winter Cheerleading
- 2.28.19 Spring Musical – Mary Poppins

UPCOMING EVENTS:

- 3.7.19 Delayed Opening – Parent Conferences – 7:45-9:45AM
- 3.8.19 Delayed Opening – Professional Development
- 3.12.19 GHS Diversity Dining Night – 6-7PM
- 3.12.19 GHS Art Show – 6-7PM
- 3.12.19 GHS Music In Our Schools Month Concert – 7PM
- 3.14.19 Senior Dinner Dance – Bogey's in Pitman – 7-10PM
- 3.15.19 After Prom Beef & Boogie 6:30PM – St. Anthony's Hall
- 3.22.19 GHS Blood Drive – GHS Gym
- 3.29.19 Thespian Induction Ceremony – 7:30PM

September

October Nurse district meeting: lead discussion and informative training in multiple methods of running data reports and discussions on collecting and applying data from monthly reports. Participated in several student/parent professional meetings to assist student in transitioning from full home instruction to attending school. Interviewed and assisted in several student emotion concerns. outreached and collaborated with guidance/CST/administration/SAC for students emotional needs while in school and

November Participated in 2 teacher/CST/Nurse meetings to discuss the medical needs for this student on home instruction. Participated in conjunction with administration and guidance in counseling/interviewing students that have expressed mental health needs and implemented appropriate referrals. assisted in revision of mental health forms. Attended County School Nurse meeting/workshop.

December Successful completion of blood drive. Conducted training class for CPR/AED for coaches. Participated in conjunction with administration and guidance in counseling/interviewing students that have expressed mental health needs and implemented appropriate referrals. Attended Nurse conference on data analysis -

January Staff training for epipen administration for freshmen lock-in. conducted MERT drill with quick debriefing. AED to location by staff member at 40sec, pads applied and ready to shock by 1min 14 sec. all staff members on MERT team responded with a building wide shelter in place. Discussed planning for AED's placement for athletics, main hallway and nurse's office. Attended "Stop the Bleed" tourniquet training. Gained knowledge and skill in wound packing and application of tourniquets to stop bleeding. Researched and placed order for bleeding control supplies to be centrally located with GHS. Health department audited immunization records and received 100% compliance. Completed Immunization report to NJ state and county health departments. Coordination of sport physical processing with VP/trainer and coaches for

February Processed spring sport physicals. Outreached to several families to help coordinate additional services for mental health needs.