

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
CHIEF ACADEMIC OFFICER  
Danielle M. Sochor

January 25, 2017

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Robin Boyd, Head Teacher**

As of December 31, 2016 there are 15 students enrolled in the Alternative Evening High School. Eight students currently have an IEP and are serviced by a special education teacher. Four students are part-time. There are two students in the BD classroom. One student is in 8<sup>th</sup> grade and is being taught by a teacher from GIS.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

Number of children currently in the program:

Mrs. Johnson has 50 ELLs; however, the district-wide breakdown is listed below.

District-wide Enrollment:

<i>GRADE</i>	<i>TOTAL</i>	<i>PROGRAM: BILINGUAL</i>	<i>PROGRAM: MAINSTREAM</i>	<i>PROGRAM: REJECTED</i>	<i>LANGUAGE: SPANISH</i>	<i>LANGUAGE: TURKISH</i>	<i>LANGUAGE: OTHER</i>
<b>PRE-K3/4</b>	NA	NA	NA	NA	NA	NA	NA
<b>K</b>	19	12	7	0	12	2	5
<b>1</b>	12	10	2	0	10	1	1
<b>2</b>	9	9	0	0	9	0	0
<b>3</b>	11	8 (when program is available)	3	0	8	0	3
<b>4</b>	3	0	3	0	3	0	0
<b>5</b>	4	0	4	0	4	0	0
<b>6</b>	2	0	2	0	2	0	0
<b>7</b>	1	0	1	0	1	0	0
<b>8</b>	2	0	2	0	2	0	0
<b>9</b>	0	0	0	0	0	0	0
<b>10</b>	2	0	2	0	0	0	2
<b>11</b>	3	0	3	0	2	0	1
<b>12</b>	1	0	1	0	1	0	0
<b>ADULT ED</b>	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>69</b>	<b>39</b>	<b>30</b>	<b>0</b>	<b>54</b>	<b>3</b>	<b>12</b>



Two new entrants tested into the program in December.  
One student exited the program in December.

During the month of December, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant and vowel. The upper and lower case letters Z, A and K were introduced along with the sounds they make and vocabulary pictures that coordinate with each letter. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used.

The sight words he, in, is, my, so, to, big, funny, and run were introduced.

All groups are working in the LLI getting started lessons.

**Mari Kay Heyel-Matteo: Basic Skills Coordinator**  
**Dorothy L. Bullock School**

Number of children currently in the program:

Literacy 24 Math                     

Two new entrants tested into the program in December.  
One student exited the program in December.

**FIRST GRADE:**

48 students were serviced in grade 1 in November. However, after benchmark assessments were completed, one student tested out. ( $48-1=47$ ), and there were three new entries. ( $47+3=50$ ). One student is now serviced by McConnell. ( $50-1=49$ ). Matteo services (24) and Peale services (25). Peale utilizes the LLI Program and is seeing progress with students in identifying letter sounds and blending nonsense words, which is one of her growth objectives this year. Improvement in sentence structure, is also being observed. Students who were transferred to Peale from Matteo were placed with existing LLI groups and are in the process of getting everyone on the same book in the program. Matteo assessed 5 groups on FUNdations Unit 3 on consonant digraphs and began Unit 4 on bonus letters of “f, l, s, and z”. Matteo also progress monitors students bi-weekly on both nonsense word fluency and Dolch Sight Words Pre-Primer and Primer lists. Students are making progress in both areas.

In December, three students began to receive math support with  $49(\text{literacy}) + 3(\text{Math}) = 52 - 2(\text{receiving both}) = 50$

The current total first graders in literacy basic skills by December 23, 2016 is 50.

**SECOND GRADE:**

44 students were serviced in November. However, after benchmark assessments were completed and BSI staff met on December 9, there were 4 new entries.

( $44+4=48$ ). One student previously serviced by Peale is now serviced by McConnell. ( $48+1=49$ ). McConnell services ( $26+2NE+ 1$  from Peale= $29$ ) second graders and DeFrank services 20. Both DeFrank and McConnell are utilizing the LLI Program with emphasis on fluency, consonant clusters, and Dolch words. In Math, Flaig services 19 second graders. Emphasis this month was in adding two-digit numbers, subtraction with minuends  $<10$ , and place value. Students completed a project that required them to write a three-digit number in all forms (standard, expanded, unit, and word).

The total of students for Math was (19) + total for Literacy BSI (49). ( $49+19=68$  -12 receiving both services= $56$ ).

### THIRD

### GRADE:

The total of third graders, in literacy basic skills was 23, and for mathematics the total was 20. Moss returned December 14 from maternity leave. Two students tested out. ( $23-2=21$ ).

In math, Flaig worked with her students on rounding two-digit numbers to the nearest 10 on a vertical number line, rounding three-digit numbers to the nearest hundred, decomposing once or twice to subtract numbers with zeros in the ones and/or tens place, commutativity with known multiplication facts, and fact fluency of multiplication facts. Nine students received both services. ( $23+20=43-9=34$ ).

Areas of Special Interest: The Santa Shop at the Intermediate School was held on Friday December 16. Matteo coordinated the event with NJHS advisor Jen Budman. 68 students went and shopped for two special people, wrote letters to Santa, made crafts, heard stories, and played games. It was a fun time for all who attended. This will be Matteo's last monthly summary as coordinator here at Bullock after almost 9 years. Matteo is stepping down from this position as of January 2, 2017.

Conferences and Workshops Attended: Parent conferences were held the week of December 12. Matteo attended 4 conferences and had two phone conferences. Matteo also attended a C.A.S.T. meeting for a student on December 22. McConnell and DeFrank serve on Bullock's C.A.S.T. team.

The number of students in the Basic Skills Program at the Bullock School, as of December 23, 2016:

1<sup>st</sup> grade: 50 2<sup>nd</sup> Grade: 56 3<sup>rd</sup> Grade: 34

Total of school= 140 students

**Lisa Rencher: Basic Skills Coordinator**  
**Thomas E. Bowe School**

Number of children currently in the program:

Literacy 52 ELA Students for LLI, 30 ELA Students for Read 180 Math 0

One new entrant tested into the program in December.  
One student exited the program in December.

Mrs. Rencher used the June F & P benchmarks scores as well as the SRI for Read 180.

During the month of December, Mrs. Rencher, Mrs. Hart, and Mrs. Locastro continue to meet with their respective LLI and Skills Groups. They continue to have the students read both fiction and non-fiction books from LLI. The students enjoy the non-fiction and especially love to work in their Writing About Reading notebooks as well as working on Phonics and Word Study. They have implemented the use of R.A.C.E. Rules when responding to questions. This method used the word RACE to remind students how to properly respond to questions. R stands for restate the question as the beginning of the answer, A means answer the question, C reminds students to cite textual evidence to support their answer, and E lets students know they need to explain their answer. As they have moved through the month, the LLI groups continued to introduce a new part of RACE Rules, when responding to questions. The goal is to have the students understand this concept and then apply on their own without prompting. The Read 180 program continues to be taught by Mrs. Rencher, Mrs. LoCastro, Mrs. Stump, and Mrs. Marchese, as part of the afterschool program. It is held on Tuesday and Thursday, 3:15-4:15, from October through May.

Beginning in November, Mrs. Hart observed Mrs. Stump teach the System 44 program as well as continued training with it. She was able to begin using the program with her three students during her BSI time, while two of the boys attended the afterschool program and continued work in System 44. Mrs. Hart and her System 44 students have become more accustomed to the program and are continuing to explore its possibilities.

During the month, Mrs. Hart, Mrs. LoCastro and Mrs. Rencher met regularly to discuss BSI PD, as well as look at fall data to improve instruction.

During this month, Mrs. LoCastro and Mrs. Rencher continued to work with the PDS committee. The Real Men Read and Battle of the Books programs have moved into full mode. Students who participate in both programs have been reading books on their independent reading level and will continue throughout the year. Both Mrs. LoCastro and Mrs. Rencher participate in Real Men Read, while Mrs. LoCastro, Mrs. Hart, and Mrs. Rencher participate in Battle of the Books, which has been selected to be on this year's Classroom Close-up calendar.

Mrs. Hart and Mrs. Rencher attended the 2-hour workshop on Inclusive Education, which was presented by Brent Elder. This presentation was held on December 9<sup>th</sup> for the 2 hr. delay.

**Language Arts: Carol Ceglia**  
**Intermediate School**

Number of children currently in the program:

Literacy \_\_\_\_\_ 10 \_\_\_\_\_

Math \_\_\_\_\_

There were no new entrants tested into the program in December.

During the month of December, focus was on the completion of argumentative writing in the form of thematic pieces. Students took part in the Lucy Calkins Units of Study Writing Workshop, Unit 2: Argumentative Writing. Throughout the program, students worked one-on-one with teacher to hone in on individual needs and to improve upon weaknesses. Emphasis was placed on the following writing skills:

- Finding the central theme in a text
- Reflecting on parts of text that pertain to the theme
- Writing “long” about their thinking to grow ideas
- Organization
- Descriptive details
- A unified focus—short yet powerful
- Writer’s craft
- Usage, Sentence Construction, and Mechanics

Students completed Philadelphia Zoo Unless Contest Group 1 and Group 2. The contest focuses on water ecology and its effect on global warming, and also on the following endangered animals: Golden Lion Tamarin, Panamanian Golden Frog, Rodrigues Fruit Bat, and the Guam Kingfisher.

This unit’s emphasis aligns with the following standards: NJSL W.8.1.a-e; L.8.1 – L.8.6.

**Language Arts: Jennie Hara**  
**Intermediate School**

Number of children currently in the program:

Literacy \_\_\_\_\_ 33 \_\_\_\_\_

Math \_\_\_\_\_

No new entrants tested into the program in December.

No students exited the program in December.

During the month of January, focus will be on the study and distribution of informational writing. Students will take part in the Lucy Calkins Units of Study Writing Workshop to improve their reading, comprehension and writing skills. Throughout the program, students will work one-on-one with teacher to hone in on individual needs and improve weaknesses.

Emphasis will be on the following writing techniques:

- Transitions
- Close Reading
- Analytical Writing

- Analyzing the following: craft, structure, literary elements
- Citing textual evidence
- Symbolism
- Writing Structure
  - Introductions and conclusions
  - Supporting body paragraphs

This unit’s emphasis will align with the following standards:  
 W.7.4; W.7.5; W.7.9.a; W.7.10; RL.7.1; RL.7.2; RL.7.3; RL.7.10; L.7.1-6

**Mathematics: Dan Beaver**  
**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 52

There were no new entrants who tested into the program in December.  
 There were no students who exited the program in December.

Students have been quizzed and tested on a regular basis as they move throughout the program.

Interactive Algebra II is focusing on the properties of polynomials- adding, subtracting, multiplying and factoring.  
 Interactive Geometry is focusing on the triangle congruence along with constructions dealing with triangles and their properties. Geometry is working on the properties of right triangles.

**Language Arts: Sheila Sapphire**  
**High School**

Number of children currently in the program:

Literacy 17 Math \_\_\_\_\_

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

This month’s lessons have continued to focus on grammatical conventions such as the proper use of quotation marks, semi-colons, colons, hyphens, and commas. The students are also learning how to use the apostrophe to form the possessive case of singular and plural nouns that end in s and that do not end in s. This information will help them with their writing skills, their ability to decode and interpret print information, and their performance on standardized tests. They have also completed sample PARCC practice materials to improve their test-taking strategies for the upcoming PARCC test.

Students have been improving their reading comprehension, written and oral language skills through grammar lessons, literature, and the acquisition of new vocabulary and literary terms. In addition to understanding and applying the rules of grammar, the focus has been on distinguishing the meanings, spellings, and uses of commonly confused words to improve and enhance writing and comprehension of written material.

Ms. Saphire attended a 2-hour in-service at GHS on Google Classroom on Friday, December 9, 2016, and an 8-hour training session at GHS on Tuesday, December 20, 2016, on using Achieve 3000.

Students have been engaged in the lessons and incorporating what they learned into their test-taking strategies and writing. Ms. Saphire is pleased to report that the senior in her sophomore English class has passed his SATs and has been cleared for graduation.

**Language Arts: Christi Baldissero**  
**High School**

Number of children currently in the program:

Literacy 9\_\_\_\_\_ Math \_\_\_\_\_

No new entrants tested into the program in December.

No students exited the program in December.

The program emphasis for the month of December was portfolio appeal preparation.

In December, students learned their scores from the tests previously taken. After receiving the scores, those who did not pass began the portfolio appeal process. The processes require students to complete Constructive Response Tasks focused around a literature piece and an informational piece. Each student must complete one of each to submit in the portfolio. For the month of December, students worked at their own pace to successfully complete two CRTs for the portfolio. At the end of the month, the students were still working on completing the CRTs successfully in order to meet the portfolio appeal requirement for graduation.

Ms. Baldissero has been working with guidance to keep the lines of communication open so everyone in administration, parents, students, and teachers are all aware of where the students stand behaviorally.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of December 2016:

<b>DATE</b>	<b>SCHOOL</b>	<b>TO</b>	<b>TIME</b>	<b>BUSES</b>
12/3/16	GHS	Salem & Cape May Parades	13.5	1
12/6/16	GHS	Masso's Catering	1.5	1
12/12/16	GHS	Glassboro HS	2	1
12/13/16	GHS	Pitman Manor/Glassboro Senior Center	4	1
12/19/16	GHS	Cherry Hill West HS	3	1
12/2/16	GIS	Ben Franklin One Liberty	4.5	1
12/12/16	GIS	Glassboro HS	2	1
12/12/16	GIS	Glassboro HS	2	2
12/13/16	Bowe	Glassboro HS	3	2
12/19/16	Bowe	Rodgers School	1.5	1
12/8/16	Bullock	Glassboro Post House	1	1
12/16/16	Bullock	Glassboro Intermediate	2.5	1
12/6/16	Pitman	Masso's Catering	2	1
12/8/16	Pitman	Pitman HS Shuttle	6	2
12/14/16	Pitman	Auletto's	2.5	1
12/21/16	Pitman	Camden Aquarium	5.5	1

**B. Curriculum Committees:**

The following curriculum committees met during the month of December 2016:  
ELL

IV. **PERSONNEL**

**A. New Staff Members**

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

Joanne Costello	Asst. to Trans.Supervisor	Transportation
Sharon Mucerino	Secretary	GIS

**Vacancies**

Kindergarten Teacher  
PT Basic Skills Teacher

**B. Substitute Teachers**

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