

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

November 18, 2015

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

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

Mrs. Johnson currently has 36 ELLs in her program.
The district-wide breakdown is listed below.

District-wide Enrollment:

GRADE	TOTAL	PROGRAM: BILINGUAL	PROGRAM: MAINSTREAM	PROGRAM: REJECTED	LANGUAGE: SPANISH	LANGUAGE: TURKISH	LANGUAGE: OTHER
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	20	0	20	0	15	2	3
1	9	9	0	0	9	0	0
2	13	8	4	1	10	1	2
3	12	0	11	1	11	0	1
4	6	0	6	0	6	0	0
5	2	0	1	1	2	0	0
6	2	0	2	0	2	0	0
7	1	0	1	0	1	0	0
8	0	0	0	0	0	0	0
9	4	0	4	0	3	0	1
10	2	0	2	0	1	0	1
11	1	0	1	0	1	0	0
12	1	0	1	0	0	0	0
ADULT ED	0	0	0	0	0	0	1
TOTALS	73	17	53	3	61	3	9

There are no new entrants into the ESL Program for the district this month.

For the month of October, there was 1 student transfer out of the district and back to Turkey, which is her birth country.

No other assessments beyond normal instructional tests were given.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration with weekly meeting dates set for the first Wednesday morning of each month. Kindergarten will receive daily guided reading lessons infused with content instruction and supports. Grades one thru third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as the upper grades. Additionally, for the first time, there is a bilingual program to address the specific needs of our Spanish-speaking population in grades one and two.

For the month of October, all incoming ELLs received daily services unless meetings or special events occurred during their ESL times. Translation services were provided for CST meetings and other inquiries.

During the month of October, Mrs. Johnson attended a workshop entitled, "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" which was held free of charge by the NJDOE in Westampton Twp. The useful workshop focused on strategies to deliver effective English language instruction during their literacy block.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy:

White: 24

Knight: 14

Rutter: 17

All new kindergarten registrations were tested by Mrs. White and Mrs. Rutter.

During the month of October 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 T, I, U, J, C, G, O and Q 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 it, help, look, not, brown, the, am play, little, up, no, and down were introduced.

Mrs. White, Mrs. Rutter and Miss Knight accompanied the kindergarten classes to Moods farm on October 8th and 9th.

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

Number of children currently in your program:

Literacy 15 Math 6

New entrants tested into the program:

Added Jah'Ty Dickson from Moss' group beginning on October 26, 2015 after speaking with his classroom teacher, Mrs. Storey and Mrs. Moss.

Students who exited the program:

Jasmine DeGrilla- transfer-10/27/15

Program emphasis:

FIRST GRADE

One student was moved into an inclusion room in October. $(17-2=15)$ 16 students were serviced in literacy in grade 1 with 13 serviced by Peale and 2 by Moss. One student was never added to receive services by Peale. $(14-1=13)$

Flaig services seven students in first grade for mathematics. Skills emphasized in October were number recognition, addition facts, number bond illustrations, and fact families. Of the seven, two also receive literacy support. $(15+7=22-2=20)$ students in grade 1.)

The current total first graders in literacy basic skills by October 29, 2015 is 20.

SECOND GRADE:

The total number of second graders receiving literacy basic skills services is $29-2=27$. DeFrank services 14, with one student transferring October 27 and one student being moved into an inclusion room. McConnell serviced 13 of these students but had a new entry as of October 1. $(13+1=14)$. DeFrank's students have been working in the LLI Reading program. The major area of focus was fluency, which is reading smoothly as if they are just talking. We have also been practicing our sight words with flash cards, a PowerPoint program, and an iPad app.

Thirteen students are now serviced in mathematics by Flaig as there was one new entry in October. $(12+1=13)$. Mathematics skill covered included expanded number forms, decomposition of large numbers, written form of numbers, place value, addition, subtraction and measurement. Nine of these students receive both services in grade 2. $(27+13=40-10=30)$. 30 students are serviced in grade 2.

THIRD GRADE:

Matteo services 16 third graders in literacy using the LLI Red Kit Program and the Blue LLI Kit Program. One group, reading at level L, is utilizing the Red Kit and the other three groups are using the Blue Kit, as they are reading at levels K, J, and I which is not in the Red Kit. All groups have read both fictional and informational text and emphasis has been made on reading with expression, or a voice. Matteo made two “voice cards” for students to assist in this by utilizing the sentences frames from Project Read, so that students realize that their voice must go down on a statement, up on a question, and stress the beginning and ending words in an exclamation to show feeling. Fluency rate has also been addressed, with Matteo using index cards to train readers to move on to the next word within a sentence instead of reading word by word.

Three groups also receive two days of phonics with the Foundations program. Emphasis has been on recognizing, identifying, and writing words with consonant digraphs of “ch, -ck, sh, th, and wh”. Students also reviewed the “c/k” rule of when to use “c or k” at the beginning of a word. Use ‘c’ when it is followed by vowels “a,o,u and k with e,I, or y”. The consonant digraph of “-ck” is after the vowel at the end of a word with one short vowel in it. All consonant sounds are reviewed as well as all short vowel sounds.

Matteo serviced $15-1=16-1=15$ (one moved to Matteo and one transferred October 27, 2015) third graders, De Frank services one, Peale services 4, and Moss services 10 students. $(15+1+4+10=30)$. 30 students are serviced in reading in third grade.

In mathematics, Matteo now services 6 students in mathematics of the 38 students with Flaig servicing the remaining 32 with one student transferring the end of October. $(33-1=31)$. $(6+31=37)$. $30(\text{literacy}) + 37(\text{math}) = 67- 23(\text{students receive both services})= 44$ students. Matteo also worked with one second grader on counting by 2’s, 5’s, and 10’s and with third graders on multiplying by 3 and 4. Matteo made laminated flashcards for all six of her third graders to use at home to practice. Flaig worked with third graders on tape diagrams and arrays as a strategy for solving multiplication and division problems. Students also began working with the commutative and distributive properties of mathematics.

Areas of Special Interest

Matteo painted two walls inside the STEAM lab on Monday October 5, staying until early evening to finish it. Matteo also waters the garden weekly and has planted and weeded during October as well. A faculty meeting was held on Thursday October 8 and attended by Matteo, De Frank, Moss, and Peale. Peale also has an interest in the Bullock Garden by creating and making the bulletin board for it. The theme for November is “What Are the Dirty Dozen in Organic Fruits and Vegetables”.

Bullock held its annual Halloween Parade on Friday October 30 and it was an enjoyable time both for students and staff.

Conferences and Workshops Attended

Flaig attended the Eureka Math training held at Bullock on October 23 and found it very informative. Peale checked out the New Jersey Department of Education's video on Dyslexia. The video made a point to emphasize need for learning to differentiated, especially paying attention to using a multi-sensory approach.

CAST team met on October 15 with all BSI staff present. Peale found it a very productive one. Many students were discussed and plans were put in place to help these students. We will be watching several others to see if other measures need to be taken.

Matteo attended the second PLC meeting in regard to *Comprehension Through Conversation* book written by Richard L. Allington on October 29, 2015.

The number of students in the Basic Skills Program at the Bullock School, as of September 30, 2015:

1st grade: 20 2nd Grade: 30(math and literacy) 3rd Grade: 44 (math and literacy services)

Total of school: $20+30+44 = 94$ students

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

There are currently 63 students for BSI and 30 students for Read 180.

New entrants tested into the program:

Ross Hare, based on his F & P level, STARR Reading assessment as well as his Words Their Way results. Ross meets with Mrs. Rencher three times a week on phonics skills.

Students who exited the program.

Jonathan Sutton, and Stefan Taylor

Mrs. Rencher used the STARR Reading assessment as well as the SRI for Read 180.

During the month of October, the BSI teachers began meeting with their respective LLI and Skills Groups. They introduced the program to their groups of students, who then began practicing the routine of the program. Over time, their students have adjusted to the quick pace of LLI and now are continuing to learn about the program and grow as a group. They now use time for BSI PLC meetings to continue training in the LLI (Leveled Literacy Intervention) program as well as ironing out any kinks they may be experiencing with a particular aspect of the program. During this time, Mrs. Hart, Mrs. LoCastro and Mrs. Rencher share what has been working and what has not been working. They then discuss possible ways to help as needed. As time moves on, they will continue to improve their knowledge of the program. The Read 180 program will be taught by Mrs. LoCastro and Mrs. Rencher on Monday and Wednesday from 11:40-12:10, and then again after school for an hour, beginning in November.

Mrs. Hart is co-coordinator of Bowe School's Family Night, which will be held on 11/16/15. Mrs. LoCastro and Mrs. Rencher both teach at Family Night. Real Men Read is a program which has been around Bowe School for many years. Mrs. LoCastro is the coordinator for this wonderful program and is helped out by Mrs. Rencher. The Battle of the Books program was started two years ago by Mrs. Rencher and the number of participants continues to grow every year. On Saturday, October 24, 2015, students from both Real Men Read and Battle of the Books participated in the Clean Communities program, as a way to give back to Glassboro.

Language Arts: Diane Villec
Intermediate School

Number of children currently in your program:

Literacy 27 Math

During the month of October, students read several anthologies from the leveled text book and focused on skills such as recognizing and analyzing first person, third person limited, and third person omniscient point of view. Students will also analyze methods of characterization. Students discovered that physical appearance such as what a character looks like, and his or her facial expressions and body language help to bring a character to life. Other ways to get to know characters are by observing their thoughts, speech and actions, observing what others say about the character. How do they treat him or her? Students also realized that the narrator's comments can give readers information about the character in question.

Language Arts: Jennie Hara
Intermediate School

Number of children currently in your program:

Literacy 119 Math

Program emphasis:

Emphasis in Writing 7 during this unit will be on Informational Writing and its elements based on the Lucy Calkins Units of Study. Students will write every day following the sessions and bends of the Information Writing Unit. The following topics will be covered:

- Using voice
- Writing about reading and rethinking literature
- Explaining thinking
- Close reading and analytical writing
- Reading like writers
- Analyzing structure of texts
- Writing about symbolism
- Writing/understating perspectives
- Grammar/mechanics

Mathematics: Amy Stewart
High School

Number of children currently in your program:

Literacy _____ Math 39

Program emphasis:

Integrated GEOMETRY: Throughout the month of September, program emphasis has been on reasoning and proof of geometry and incorporating technology in the discovery of geometric properties of lines and angles. Students have been working to construct logical arguments regarding the properties, definitions, and postulates pertaining to lines and special angle relationships. Students have been applying and reinforcing their algebra skills while working with angle measures. Students have also used the relationships between angles to help find the measures of such angles.

Integrated ALGEBRA I: Throughout the month of September, program emphasis has been on the properties of algebra. Students have reviewed ideas regarding number systems i.e. real numbers, rational numbers, irrational numbers, integers, and whole numbers. They have reviewed the properties of addition and multiplication. Students have begun solving basic, algebraic equations.

Activities of special interest:

Kahoot!: Kahoot! is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages and subjects. The students enjoyed reviewing for their quizzes using the game and I enjoyed the immediate data feedback provided by the company. As soon as students had completed their task their answers and the amount of time it took them to answer their questions was put into an excel spreadsheet for immediate feedback. This enhanced the learning for students as well as drove my instruction to recover material and enhance material for deeper understand when the students showed full understanding.

Language Arts: Sheila Sapphire
High School

There are currently 11 students in the Literacy program.

New entrants tested into the program:

Ally McBeal Rivera

Keisha Luna Quinones

There were no students who exited the program.

In the month of October, the juniors in the class prepared to take the PSATs. The instruction focused on vocabulary development and emphasized writing a response to a prompt.

All the activities in class focused around vocabulary development and writing. Each week the students were given lists of vocabulary words, their roots, definitions, and usage. The weekly vocabulary quizzes enabled student to track his/her progress. The lessons included learning techniques to help students use context clues within a sentence to determine the correct word and patterns in the choices for multiple-choice questions. Students were encouraged to identify the part of speech of the “answer” and then to select the word that grammatically fit into the sentence. In addition, students participated in group vocabulary activities, in which groups of 3-4 students collaborated to find the correct answers.

On a daily basis, students wrote journal entries on topics pertaining to their class work. Students were directed to write at least a full page for each entry. Laptops were provided for the students to write their entries.

Although several of the students exhibited behavioral issues earlier in the month, most have adjusted nicely to Mrs. Saphire’s presence, and the levels of cooperation and involvement continue to improve.

Language Arts: Christi Baldissero **High School**

There are currently 27 Literacy students in the program.

The following students exited the program:

Anita Jenkins- ASVAB 32

Troy Kisch- ASVAB 33 transferred to night school due to discipline issues

Savannah Masso- ASVAB 33

Robert Villec- ASVAB 44

Crystal Brown- ASVAB 35

Brianna Bryant- ASVAB 33

Sheldon Redman- ASVAB 35

Matthew Reilly- ASVAB 31

In the month of September, the seniors in the Test Prep class prepared to take the PSATs. The course instruction focused on word knowledge and paragraph comprehension. The students also received their ASVAB scores from September. Anyone who scored 31 or above was able to exit out of the BSI program.

In October, Mrs. Baldissero’s Test Prep students prepared for the PSATs. Students were engaged in word knowledge practice, as well as paragraph comprehension. Students spent time actively reading by highlighting and annotating thesis statements, points of development, and details that express support for the main focus on the reading. Students would then identify areas of weakness in vocabulary and use context clues to guess/define/ and check a word in context. Students also came in contact with a variety of difference articles that presenting counterarguments

on a topic. Students studied the differences between the facts stated and the options stated in each article. Out of the 27 seniors enrolled in the Test Preparation class, eight of them received passing scores on the ASVAB. These passing scores allow the eight seniors to exit the BSI program here at the high school.

Troy Kirsch was removed from day school and transferred into night school after a physical altercation with a female student.

III. **CURRICULUM**

A. Field Trips

Field trips for the month of: October, 2015

DATE	SCHOOL	TO	TIME	BUSES
10/10/15	GHS	Millville Band Competition	16	2
10/24/15	GHS	Alloway Parade	5.25	1
10/29/15	GHS	Westmont Parade	3	1
10/19/15	GIS	Alice Paul Institute	5	1
10/8/15	Rodgers	Moods Farm	6	2
10/9/15	Rodgers	Moods Farm	6	2
10/23/15	Pitman	Hillcreek Farms	3.5	1
10/28/15	Pitman	Grasso Girls Farm Market	2.5	1
10/19/15	ACA	Creamy Acres	3	1
10/30/15	ACA	Cape May Zoo	5.5	1
10/17/15	Boys and Girls Club	Camden	8	1

B. Curriculum Committees:

There are no curriculum committee reports for the month of October.

IV. **PERSONNEL**

A. New Staff Members

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

Argelia Blazer	Spanish	Bowe
Jason Joseph	Classroom Aide	Bowe
Kim Mueller	Housekeeping	Bullock
Matthew Shannon	Technology	District

B. Vacancies

Part time Physical Therapist
Head Coach Girls' Track and Field
Payroll Clerk
Classroom Aides and Special Education Aides

C. Substitute Teachers

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