

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

October 18, 2017

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Robin Boyd, Head Teacher

As of 09/30/2017, 11 students attended in the Alternative Evening High School. Nine students were a part of the ICS program. One student attends in the BD Program. Of the nine students who attended the ICS program, six had or have an IEP. One student is in 8th grade from GIS. One student attends day and night school. This will allow her to graduate with her class in June.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Rona Johnson: ESL Teacher Pre-K – 2nd Grade

Number of children currently in the program:

Mrs. Johnson has 45 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>
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	13	11 (when available)	2	0	11	2	0
1	13	8	5	0	10	0	3
2	12	9	3	0	11	1	0
3	7	7 (when available)	0	0	7	0	0
4	10	0	10	0	8	0	2
5	1	0	1	0	1	0	0
6	3	0	3	0	3	0	0
7	3	0	3	0	2	0	1
8	2	0	2	0	2	0	0
9	1	0	1	0	1	0	0
10	0	0	0	0	0	0	0
11	2	0	2	0	0	0	2
12	1	0	1	0	0	0	1
ADULT ED	0	0	0	0	0	0	0
TOTALS	68	35	33	0	56	3	9

New Entrants District-wide:

There were 15 new students entering the program this month (12 new kindergarteners, one in second grade, one in fourth grade, and one in seventh grade.

For the month of September, there were 11 students who transferred out. An additional 10 students exited the ESL program via proficient WIDA ACCESS for ELLS scores and multiple measures.

Fifteen new students were given the WIDA MODEL or W-APT entrance assessment or were entered into the program based on last years' ACCESS scores coming from another district.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration as needed. Kindergarten will receive daily skill-based lessons in addition to read aloud vocabulary instruction. Grades first thru third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as in the upper grades. Additionally, a Bilingual program has been initiated to address the specific needs of the Spanish-speaking population in grades First and Second. There is a need for a bilingual teacher for kindergarten and third grade.

For the month of September, all registered and attending ELLs were taught with ESL instruction with a start date of September 21st. Translation services were provided as needed for meetings, positive phone calls needed to be made for homeroom teachers, in addition to the normal positive phone calls, and other inquiries.

No conferences or workshops were attended this month with the exception of in-house professional development.

Mrs. Sochor held a meeting on September 14th in order to go over scheduling of ESL services. They will meet formally on October 17th for a departmental meeting to plan the year ahead.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:
Literacy: 25 identified students, 21 signatures.

New entrants tested into the program:
Screened all new kindergarten registrations and administered the Dibels to the Kindergarten.
No students exited the program in September.

BSI services started on September 25, 2017. The Letters Pp and Bb were introduced along with the sight words: see, can and at.

Mrs. White attended Bullock CAST meetings on 9/23/2017

Melanie Sweeney: Supervisor of Basic Skills
Dorothy L. Bullock School

Number of children currently in the program:

57 students are being serviced in 1st grade by Cheryl Tartaglione (29 students) and Karen Peale (28 students). Additionally, two 2nd grade students will be serviced by the 1st grade basic skills staff for a total of 59 students. At the end of Kindergarten, students should be reading at a Level D. For the 1st trimester of the 2017-2018 school year, all students identified in the 1st grade as Levels A-D are being serviced.

40 students are being serviced in the 2nd grade by Lynn McConnell. Additionally, one 3rd grade student will be serviced by the 2nd grade basic skills staff for a total of 41 students. At the end of 1st grade, students should be reading at a Level I/J. For the 1st trimester of the 2017-2018 school year, all students identified in the 2nd grade as Levels D-H are being serviced.

A total of 39 students are being serviced in the 3rd grade by Nicole Werner. At the end of the 2nd grade, students should be reading at a Level M. For the 1st trimester of the 2017-2018 school year, all students identified in the 3rd grade as Levels I-K are being serviced. Through testing, five out of the fourteen students identified as reading at Level L and needing additional support are being serviced.

A variety of tests were administered in the beginning of the school year by the basic skills staff to any student reading below the grade level expectation at the end of the 2016-2017 school year. In 1st and 2nd grade, students were individually administered the Phonological Awareness Profile, which is designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence.

Students in the 3rd grade were given a benchmark assessment in order to track word accuracy, fluency, and comprehension.

All students in 1st, 2nd and 3rd grade were tested on the Dolch Sight Word List and identified as being on the Pre-Primer, Primer, 1st grade, 2nd grade or 3rd grade list. Students who mastered the 3rd grade Dolch Sight Words List were then tested on the Fry Sight Word List. Additionally, students in the 1st, 2nd, and 3rd grade were tested in The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is a set of procedures and measures for assessing acquisition of early literacy skills from kindergarten through sixth grade. Through DIBELS areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency are able to be identified.

1st -3rd grade basic skills services began for all students on September 20, 2017. Guided reading times have been created for each teacher and all basic skills

instruction in 1st – 3rd will take place during that block of time. All basic skills students will be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction. Ten of the English Language Learner students in the 1st and 2nd grade bi-lingual classroom will receive basic skills services as well as services from the English As A Second Language Teacher, Rona Johnson.

From the Phonological Awareness Profile in the 1st grade, students reading at a Level A and B who would benefit from the Orton-Gillingham approach to teaching reading, spelling, and handwriting were identified. Orton-Gillingham places an emphasis on the connections between letters and sounds through an explicit, direct, and multisensory instructional method. Cheryl Tartaglione will be providing services for these students in the 1st grade. The remaining 1st grade students will be receiving support from Karen Peale in The Fountas & Pinnell Leveled Literacy Intervention System (LLI). Cheryl Tartaglione and Karen Peale will both be pushing into a classroom each day for a 25 minutes block to support the Foundations instruction provided by the classroom teacher. The basic skills staff will have an opportunity to lead lessons and co-teach lessons during Foundations. Foundations is designed as a whole-class, general education program in all 1st - 3rd grade classrooms and serves as a prevention program to help reduce reading and spelling failure.

Students in the 2nd grade will be receiving support from Lynn McConnell in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as Foundations and Orton-Gillingham support. Eleven out of the 41 students being serviced by Lynn McConnell will be receiving Orton-Gillingham and Foundations support, while the remaining 30 students will receive support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

Students in the 3rd grade will be receiving support from Nicole Werner in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as Foundations support. Three out of the 39 students will be receiving Foundations support, while the remaining 36 students will receive support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

On Back to School Night at the Dorothy L. Bullock School an informational session was conducted 30 minutes prior to the general session. A total of 53 families were represented to hear about the basic skills program and they were given an opportunity to meet with their child's basic skills teacher.

On September 6th, 7th, and 8th the basic skills team for 1st-3rd grade met for professional development on The Phonological Awareness Profile and for guided reading/group scheduling for the 2017-2018 school year.

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy BSI 43 Plus 25 Guided Reading/Skills Groups Math 0

During the month of September, the BSI teachers administered the STARR Reading Assessment. The data collected was then analyzed and used along with the beginning F & P benchmark levels for September, to determine which students would benefit from LLI instruction, Skills Groups, or Guided Reading. Once this was determined, students were placed in the appropriate instructional groups and parent permission letters were sent home. As October begins, the teachers will be meeting with their respective LLI and Guided Reading/Skills Groups.

Language Arts: Jennifer Budmen
Intermediate School

Number of children currently in the program:

Literacy 62 Students Math 132 Students

No new entrants tested into the program in September.

Math 7 – There were 2 students who scores less than a 750 on the 6th grade PARCC Mathematics test but were placed in Advanced Math courses for the 2017-2018 school year.

Fountas and Pinnell – Students in ELA (both 7th and 8th grade) who were assessed to be Level Z as of June 2017 but scored less than a 749 on the ELA PARCC Assessment were not considered to be Basic Skills Students.

Program emphasis:

Math 7 – Students are using the Holt Mathematics 7 series. In September, they worked on Central Tendencies (mean, median, mode, range), Line Plots, and Box and Whisker Plots. Students were assessed at the end of the month and the seventh grade moved on to Rational and Irrational Numbers.

Math 8 – Students started the year by reviewing Rational and Irrational Numbers and Adding, Subtracting, Multiplying, and Dividing Fractions and Decimals. After reviewing for a week, eighth grade students began working on solving multi-step equations and combining like terms.

ELA 8 – Students reviewed elements of plot and literary elements (characterization, sequencing, internal and external conflict, foreshadowing, point of view, and setting). Students in eighth grade read *The Elevator* and *The Tell-Tale Heart* by Edgar Allan Poe.

ELA 7 – Students were introduced to elements of plot, symbols, and imagery in a literary text. Students read a variety of short stories, such as *The Dinner Party*, *After Twenty Years*, and *Thank You Ma'am* and analyzed each story to identify elements of plot and explore internal and external conflict. Additionally, students read several paired texts and explored comprehension, analyzing story elements, and practiced written response questions that utilized information from two contrasting passages.

In October, students will complete benchmark testing. In Math 7 and Math 8, they will be taking the math benchmark using Ed Connect. ELA students will be tested using the Fountas and Pinnell assessment.

Positive Action Training on July 20, 2017 at Intermediate School.

GIS Staff received a full day of training in the Positive Action Program with Jay Allen. Each teacher also received their grade level manual for the program and were able to go through the Positive Action kits for their grade level. Positive Action will be fully implemented during the 2017-2018 school year.

Mathematics: Daniel Beaver

High School

Number of children currently in the program:

Literacy _____ Math X

Students are studying Geometry and Algebra II.

Mr. Beaver will be advancing his career by becoming a vice principal at Highland High School.

Mathematics: Amy Stewart

High School

Number of children currently in your program:

Literacy __ Math 29

No new entrants tested into the program in September.

One student exited the program due to high scoring on prerequisite skills.

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.

Ms. Stewart attended Stand Tall Steve, GHS Auditorium on 9/5/2017. Steven A. Bollar, aka Stand Tall Steve, is an educational leader and motivational speaker. His message to teachers was positive.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 14 Math

During the month of September, the focus has been on student's reading, writing, organization, and cooperation. Each block begins by reading a teacher-guided and student-selected book, followed by recording how many pages were read and a writing assignment pertaining to the book. Students have also analyzed the structure of various reading materials. In addition, the classes have had mini-grammar lessons, and the students have worked on these independently, within groups, and as a whole class.

In their response journals, students make observations, offer opinions, and react to reading materials. The mini-grammar lessons address common errors found in students' writing and on PSATs.

Most of the students have a positive attitude towards the work, their classmates, and their teachers.

III. CURRICULUM

A. Field Trips

Field trips for the month of August and September 2017:

DATE	SCHOOL	TO	TIME	BUSES
8/19/17	GHS	Bridgeton HS	7	2
8/23/17	GHS	Gloucester City HS	4	1
8/24/17	GHS	GCIT	1	1
8/25/17	GHS	Kingsway HS	3.5	1
8/25/17	GHS	BCIT, Westampton	4.5	1
8/29/17	GHS	Lindenwold HS	4	1
8/29/17	GHS	Audubon	4.25	1
8/31/17	GHS	Sterling HS	4.75	1
8/23/17	Rodgers	Orientation	3	1
8/30/17	Board Office	New Teacher Tour	1.5	1
8/1/17	Boys n Girls	Rowan Pool	1.5	1
8/1/17	Boys n Girls	Soupy Island	7.5	1
8/2/17	Boys n Girls	Rowan Pool	1.5	1
8/2/17	Boys n Girls	Rowan Pool	1.5	1

8/4/17	Boys n Girls	Sahara Sam	8	1
8/8/17	Boys n Girls	Regal Cinema	5.5	2
8/10/17	Boys n Girls	Cape May Zoo	6	2
8/10/17	Boys n Girls	Cape May Zoo	6	2
8/11/17	Boys n Girls	Rowan Pool	1.5	1
8/14/17	Boys n Girls	ZAK camp	8	2
8/14/17	Boys n Girls	Rowan Pool	1.5	1
8/14/17	Boys n Girls	Riverwinds	5	1
8/15/17	Boys n Girls	ZAK camp	6	2
8/15/17	Boys n Girls	Regal Cinema	4	1
8/15/17	Boys n Girls	Riverwinds	5	1
8/17/17	Boys n Girls	ZAK camp	7	2
8/17/17	Boys n Girls	Riwerwinds	5	1
8/18/17	Boys n Girls	Riverwinds	5	1
8/22/17	Boys n Girls	Regal Cinema	6	2
8/23/17	Boys n Girls	BBQ	7.5	2
8/26/17	Park & Rec	Deptford Park n Rec	3	3
8/2/17	Camp Horizon	Regal Cinema	3	1
8/4/17	Camp Horizon	The Funplex	9	1
8/9/17	Camp Horizon	Regal Cinema	3	1
8/11/17	Camp Horizon	Washington DC	13.5	1
8/15/17	Camp Horizon	Regal Cinema	3	1
8/18/17	Camp Horizon	Chuck E Cheese, bowling	9	1
8/10/17	Hollybush CC	Diggerland	7.5	2
8/26/17	Hollybush CC	The Funplex	9	2
8/4/17	ACA	Camden Aquarium	4.75	1
8/3/17	Pitman Panther Club	SK847, Franklinville	4	1
8/15/17	Pitman Panther Club	Cape May Zoo	8.5	1
8/10/17	Pitman	Ocean City	6	1
8/21/17	Pitman	Rowan Planetarium	3.5	1
8/29/17	Pitman	Lunch & Tour, new teachers	2.5	1
9/1/17	GHS	Pennsville HS	5	1
9/1/17	GHS	Cinnaminson HS	5	1
9/5/17	GHS	Deptford HS	3	1
9/7/17	GHS	Deptford HS	3.5	1
9/8/17	GHS	Deptford HS	4.5	1

9/9/17	GHS	Salem HS	7.5	2
9/9/17	GHS	Salem HS	6.5	1
9/9/17	GHS	Salem HS	7	2
9/9/17	GHS	Cherokee HS	6.5	1
9/11/17	GHS	Delsea HS	3.75	1
9/11/17	GHS	Woodstown HS	3.75	1
9/12/17	GHS	Delsea HS	2.25	1
9/12/17	GHS	Schalick HS	3/25	1
9/13/17	GHS	Triton HS	3.75	1
9/13/17	GHS	Triton HS	3.5	1
9/15/17	GHS	Atkinson Park	3.75	1
9/15/17	GHS	Hammonton HS	4	1
9/15/17	GHS	Highland HS	4.25	1
9/18/17	GHS	Masso's	2.5	1
9/18/17	GHS	Constitution Center	5	1
9/18/17	GHS	Paulsboro JV Field	3.5	1
9/19/17	GHS	Pitman HS	2	1
9/20/17	GHS	Triton HS	4.5	1
9/21/17	GHS	Schalick HS	3.25	1
9/21/17	GHS	Schalick HS	3.5	1
9/22/17	GHS	Atkinson Park	3.25	1
9/23/17	GHS	Pitman HS	3.5	1
9/25/17	GHS	Atkinson Park	3.75	1
9/25/17	GHS	Peyton Patrick Sports Plex	3.25	1
9/26/17	GHS	Atkinson Park	3.5	1
9/26/17	GHS	Delsea HS	3.25	1
9/27/17	GHS	Woodstown HS	4.75	1
9/27/17	GHS	Deptford HS	4	1
9/29/17	GHS	Overbrook HS	4.5	1
9/29/17	GHS	Sterling HS	4.25	1
9/21/17	GIS	Pennsville HS	4.25	1
9/25/17	GIS	Williamstown MS	3	1
9/23/17	Borough	Fossil Park	9	5
9/11/17	ACA	To: Black Rock Retreat	4	1
9/13/17	ACA	From: Black Rock Retreat	4.75	1
9/16/17	Pitman	Williamstown HS	7.5	1
9/18/17	Pitman	Masso's	1	1

9/23/17	Pitman	Collingswood HS	6	1
9/18/17	GHS	Wildwood HS	Out to bid	
9/25/17	GHS	Woodstown HS	Out to bid	

B. Curriculum Committees:

The following curriculum committees met during the month of September 2017:
none

IV. PERSONNEL

A. New Staff Members

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

Brittinee Garcia	SIG Grant Guidance	Intermediate
Laura Foreman	Speech Therapist	Rodgers/Bullock
Thomas Struck	English Teacher	High School
Karen Hopper	10-Mo. Secretary	Intermediate
Denise Barr	SIG Grant Project Coord.	GIS
Carol Ceglia	SIG Grant Teaching Coach	GIS
Michael Peterson	from Housekeeper to Custodian	
Vanessa Poggioli	Grade 6 Math	Bowe
Sarah Rondeau	Grade 3	Bullock
Dana Kaufman	8 th grade Science	GIS
David Brown	Grade 2	Bullock
Victoria Toczylowski	ABA/SE	Rodgers
Stefanie Boyer	1:1 ABA Aide	Rodgers
ToniAnn Azzarano	Grade 2	Bullock
Suzanne Rutter	Kindergarten	Rodgers
Carl Aird	Grade 3	Bullock
Cheryl Tartaglione	BSI Teacher	from Bowe to Bullock
Linda Massari	SE	from Rodgers to GHS
Melanie Sweeney	Supervisor of Basic Skills	Bullock
Christine Williams	Supervisor of Spec. Ed	District
Dana Maiorini	Grade 5	Bowe
Emily Hinkson	Grade 5	Bowe
Harry Lobby	PT Social Studies	GHS
Jessica Parto	Phys. Ed.	GIS
Kelly Yanek	School Psychologist	Rodgers
Kelly Ann Marchese	Asst. Principal	Bowe
Rachel Johns	PT Music	Bowe
Anthony Pezzimenti	SE Math	GIS
Eric Fifer	Grade 4	Bowe
Jennifer Reedell	Grade 5	Bowe
Taylor Simmerman	Grade 5	Bowe

Jordan Hess	Writing	GIS
Tarama Ruiz	SE ELA	GIS
Kelley Pritchett	Aide	Rodgers
Kathleen Whittle	Ath.Dir Secretary	GHS
Esther Mitchell	Sub Bus Driver	
Clinton Suggs	Sub Bus Driver	
Thomas Velykis	Sub Bus Driver	
Shyretta Withers	Sub Bus Driver	
Lauren Clark	Sub Bus Aide	
Luz Colon	Sub Bus Aide	
Henrik Olsen	Housekeeper	

Vacancies

Cafeteria Aide
 PT PC Support Technician
 Boys Tennis Head Coach
 Elementary Spanish Teacher
 1:1 Aide
 Girls' Softball Head Coach and two Assistant Coaches

B. Substitute Teachers

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