

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

January 24, 2018

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

As of December 31, 2017 there are 13 students enrolled in the Alternative Evening High School. Six students have an IEP. Two students are part-time. There are two students in the BD classroom. There is one student from GIS.

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 47 ELLs. 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	13	11 (when available)	2	0	11	2	0
1	13	8	5	0	10	0	3
2	13	9	4	0	11	1	1
3	8	8 (when available)	0	0	8	0	0
4	9	0	9	0	7	0	2
5	2	0	2	0	2	0	0
6	2	0	2	0	2	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	69	36	33	0	56	3	10

There was one new student entering the program in December. She is in first grade.

For the month of December, two students transferred out, one from kindergarten and one from fourth grade.

No additional testing beyond benchmarks occurred this month.

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. The district is in need of a bilingual teacher for kindergarten and third grade.

For the month of December, all registered and attending ELLs were taught ESL instruction. Translation services were provided as needed for Parent-Teacher Conferences, 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 for the month of December.

The ESL department assisted with the hosting and translating of the parent workshop entitled, "Building Comprehension Strategies" which was held November 30th at the Bullock School. Approximately 20 families came to the very informative event. Plans are being made for a follow up parent workshop later in January as well as the annual Multi-cultural night. Information to follow.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy: 23 Math _____

No new entrants tested into the program in December.

No students 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, initial sounds and phoneme blending. Students reviewed the terms consonant and vowel. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used to review all letters and sounds introduced.

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.

Parent Teacher conferences were held during the week of December 11, 2017.

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

Number of children currently in the program:

Cheryl Tartaglione (29 students) and Karen Peale (22 students) are servicing 51 students in the 1st grade. Additionally, two 2nd grade students will be serviced by the 1st grade basic skills staff for a total of 53 students.

One of the three 2nd grade students previously being serviced by a 1st grade basic skills teacher was classified and will no longer participate in the Basic Skills Program. Two students new to the district were added to the basic skills program in December based upon the Fountas and Pinnell Benchmark Assessment. Since the start of the school year, seven students in 1st grade who receive basic skills services have transferred to a different district (two in October, three in November and one in December).

At the beginning of December, students in 1st grade should be reading at a Level F according to the Fountas & Pinnell Text Gradient. Out of the 51 1st grade students, eight students are being serviced at Level A, 10 students are being serviced at Level B, 14 students are being serviced at Level C, six students are being serviced at Level D, and 13 students are being serviced at Level E. Karen Peale is servicing two 2nd grade students at Level D.

Lynn McConnell is servicing 38 students in the 2nd grade. Additionally, one 3rd grade student will be serviced by the 2nd grade basic skills staff for a total of 39 students. Since the start of the school year, one student in 2nd grade who received basic skills services has transferred to a different district (December).

At the beginning of December, students in second grade should be reading at a Level K according to the Fountas & Pinnell Text Gradient. Out of the 38 2nd grade students, six students are being serviced at a Level D, one student is being serviced at Level E, three students are being serviced at Level F, three students are being serviced at Level G, 12 students are being serviced at Level H, nine students are being serviced at Level I, and four students are being serviced at Level J. Lynn McConnell is servicing one 3rd grade student at Level G.

Nicole Werner is servicing thirty-eight students in the 3rd grade. Since the start of the school year, one student in 3rd grade who receive basic skills services has transferred to a different district (in November).

At the beginning of December, students in third grade should be reading at a Level N according to the Fountas & Pinnell Text Gradient. As of the start of November, out of the 38 3rd grade students, five students are being serviced at a Level J, 19 students

are being serviced at Level K, 10 students are being serviced at Level L, and four students are being serviced at Level M.

New entrants tested into the program in the month of December:

1st Grade: 2 new students were added to the program on 12/18/17 (Sauer)

2nd Grade: 0 new students were added to the program

3rd Grade: 0 new students were added to the program

Students who exited the program in the month of December:

1st Grade: no students exited

2nd Grade: no students exited

3rd Grade: no students exited

1st Grade: three students exited the program due to transfer to other districts

Student A – 12/1/17

Student B – 12/4/17

2nd Grade: one student exited the program due to transfer to another district

Student A – 12/22/17

Students will continue to be monitored individually with one or more of the following assessments: Dolch Sight Words; Fry Sight Word List; The Phonological Awareness Profile; The Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Fountas and Pinnell Benchmark Assessment.

The next Fountas & Pinnell Reading Benchmark window begins January 29, 2018, and therefore, will determine student participation in the Basic Skills Program. Basic Skills groups will be adjusted accordingly based upon the outcome of the benchmark testing.

Guided reading times were created for each teacher and all basic skills instruction in 1st – 3rd take place during that block of time. All basic skills students continue to be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

Cheryl Tartaglione and Karen Peale both continue to push into a classroom each day for a 25 minute block to support the Foundations instruction provided by the classroom teacher. The basic skills staff continues to have opportunities to lead lessons and co-teach lessons during Foundations. As of November 14th, Nicole Werner has a 30-minute block during the day in order to provide in-class 3rd grade English Language Arts (ELA) and 2nd grade English Language Arts (ELA) support during their prep time.

Students in the 2nd grade continue to receive support from Lynn McConnell in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as integrated Foundations and Orton-Gillingham support.

Students in the 3rd grade continue to receive support from Nicole Werner in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as integrated Foundations support.

The third parent informational session will take place at the Bullock School on January 11th at 6:00 pm. Cheryl Tartaglione will be presenting on how to create a Family Book Club.

On December 14th, three members of the Basic Skills Staff at the Bullock School (Lynn McConnell, Nicole Werner, and Karen Peale) chaperoned 70 second and third grade students at the Intermediate School for Santa's Workshop. Jennifer Budman, a math teacher at the Intermediate School, along with the students of the National Junior Honor Society created a North Pole experience for the students that included visiting Santa, selecting gifts for family members, writing a letter to Santa, and participating in a holiday craft.

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy BSI 42 Plus 25 Guided Reading/Skills Groups Math 0

One new entrant tested into the program in December.

One student exited the program in December.

During the month of December the BSI teachers, met with the respective LLI and Guided Reading/Skills Groups. They continued working on various reading skills such as summarizing, inferring, making connections, and word study. Mrs. LoCastro, Mrs. Hart and Mrs. Rencher continued working with their Battle of the Books teams, encouraging the students to read outside of the classroom. Book-It Reading Incentive Program began. Mrs. LoCastro and Mrs. Rencher continued to work with Real Men Read and took a group of fourth grade boys over to Rodgers to read.

All three BSI teachers attended the in-service on dyslexia presented during the district 2-hour delay on 12/8/17. On 12/12 and 12/13, Mrs. Rencher presented a PLC on Bowe School's I & RS and how the process works.

Language Arts: Jennifer Budmen
Intermediate School

Number of children currently in the program:

Literacy 39 Students Math 122 Students

No new entrants to BSI Program in December.

Students who exited the program in December:
Language Arts 7 – one student exited program
Language Arts 8 – No students exited in December
Math 7 – one student exited program
Math 8 – one student exited program

In Math (both grade levels), students completed the PARCC Release Items Assessment on Ed Connect (Unit 1 in 7th Grade and Unit 2 in 8th Grade). 7.6% of seventh grade students were proficient on the PARCC Release Unit 1 Assessment and 11% of eighth grade students were proficient on the PARCC Release Unit 2 Assessment.

Math 7 – During December, students were instructed on ratios and proportions. Students learned how to write and solve a proportion and how to use proportions to identify the scale factor between two similar shapes.

Math 8 – During December, students were instructed on how to find the slope of a line using three different methods (equation of the line, slope formula, and on a graph). Students were also instructed on how to identify the y-intercept and writing the equation of a line.

Language Arts 7 – During December, seventh grade students in Language Arts read a variety of fictional and informational texts, such as *This Land is Our Land* by Linda Barrett Osborne and *The Scholarship Jacket* by Marta Salinas. Students used closed reading strategies to identify evidence of the theme. Students also wrote about their reading by responding to reader response questions that corresponded with their class novel, *This Land is Our Land*.

Language Arts 8 – During December, eighth grade students read *The Omnivore's Dilemma* by Michael Pollan and a variety of informational texts that related to the novel, such as “Genetically Modified Salmon: Food or Frankenfish”. Students completed reader response questions that pertained to the novel and completed a variety of assignments in Google Classroom that required them to analyze and synthesize details from the novel.

No special activities in math or Language Arts during the month of December.

Language Arts: Michele Meehan
Intermediate School

Mathematics: Amy Stewart
High School

Number of children currently in the program:
Literacy __ Math 34

Two students transferred into the basic skills instructional program in December from the college preparatory program.

Two students exited the program in December. One student transferred out of district and one student transferred into the AEHS.

Integrated GEOMETRY: Throughout the month of December, program emphasis has been on congruent triangles. Students have been working to construct logical arguments regarding the properties, definitions, and postulates pertaining to the relationships between congruent triangles. Students have been applying and reinforcing their algebra skills while working with triangles and proving parts of triangles congruent. Students have begun investigative activities, using GeoGebra a computer program, to determine if transformations preserve side lengths and angle measures.

Integrated ALGEBRA I: Throughout the month of December, program emphasis has been on graphing linear equations and functions. This includes graphing linear inequalities in two-variables.

All students have begun submitting work to standardized test problems via Google Classroom. Students have also begun completing assignments via GC.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 7 Math

No new entrants tested into the program in December.

Five students exited the program in December.

Students have been reading and viewing the *Crucible* this month. By observing, analyzing, and evaluating relationships of characters within the play, they have examined the differences between Salem's theocracy and today's democracy. Response journal assignments have included comparing the written version of the play to the video as well as analyzing articles dealing with social issues. Students have been developing their vocabulary skills by selecting new words from their reading selections, which are defined and used in sentences in their personal dictionaries.

Teachers have been conducting one-on-one conferences with students to offer recommendations and commendations as they evaluate their writing.

Ms. Sapphire attended a 90-minute in-service on Excel, Integrating Apps, and Web Refresh on December 7, 2017.

Students have been making exceptional progress and have been very receptive to the one-on-one conferencing.

The classes have been enthusiastic about the play and eager to participate in reading it and discussing the social issues and interpersonal relationships/motivations of the characters.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of December 2017:

DATE	SCHOOL	TO	TIME	BUSES

B. **Curriculum Committees:**

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

IV. **PERSONNEL**

A. **New Staff Members**

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

Erin Bernat LTS H&PE GHS

Vacancies

Computer Applications Teacher
Cafeteria Aide
Anticipated PC Support Technician

B. **Substitute Teachers**

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