

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

March 21, 2018

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

As of February 28, 2018 there are 11 students enrolled in the Alternative Evening High School. Six students have an IEP. One student is part-time. There is one student in the BD classroom. There are two seniors on track to graduate with the class of 2018.

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 were no new students entering the program this month.
For the month of February, there were no students who transferred out or exited the program.
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 through 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 February, all registered and attending ELLs were taught ESL instruction. 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. However, the teachers met as a department on February 13 to determine what was needed to begin planning for spring 18's ACCESS 2.0 testing. A professional training day will occur on Friday, March 2 to update the testing administration credentials.

The department assisted with the hosting and translating of the parents reading workshop, which was held February 22, 2018 at the Bullock School. They had approximately 20 families come to the very informative event. Plans are being made for a follow up parent workshop later in March as well as the annual Multi-cultural night to be held April 12. More 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: 27 Math

One new entrant entered the program in February.

No students exited the program in February.

During the month of February, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation, initial sounds, final sounds and phoneme blending. Students reviewed the terms consonant and vowel. The students learned the diagraphs ch, th, sh, and ck.

The sight words are, be, from, but, get, came, for, all, got, eat, have and now were introduced.

All BSI groups are reading at level A in the LLI program.

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

Number of children currently in the program:

Cheryl Tartaglione (23 students) and Lynn McConnell (28 students) are servicing 51 students in the 1st grade. Additionally, three 2nd grade students are receiving services with Nicole Werner (LLI) and Orton-Gillingham with Cheryl Tartaglione for a total of 60 minutes. Two 2nd grade students will be serviced for 30 minutes by the 1st grade basic skills staff for a total of 56 students.

Since the start of the school year in 1st grade:

- Five students have transferred to a different district (two in October, two in November and one in December).
- Seven students have exited the BSI program (two in November and five in February).
- One student entered the program based on district benchmark testing.
- Four students new to the district in 2017-2018 school year entered the program (in December).

At the beginning of January, students in 1st grade should be reading at Level G/H according to the Fountas & Pinnell Text Gradient. Out of the 51 1st grade students, two students are being serviced at Level A, five students are being serviced at Level B, fourteen students are being serviced at Level C, thirteen students are being serviced at Level D, five students are being serviced at Level E, eight students are being serviced at Level F, and four students are being serviced at Level G. Lynn McConnell is servicing one 2nd grade student at Level D and one at Level F.

Nicole Werner is servicing 37 students in the 2nd grade. Additionally, one 3rd grade student will be serviced by the 2nd grade basic skills staff for a total of 38.

Since the start of the school year in 2nd grade:

- Three students have transferred to a different district (one in December, one in January, and one in February).
- Five students have exited the BSI program (two in November and three in February).
- One student became a student with an IEP.
- Two students new to the district in 2017-2018 school year entered the program (in November).
- Two students entered the program based on district benchmark testing (in February).

At the beginning of January, students in second grade should be reading at a Level K/L according to the Fountas & Pinnell Text Gradient. Out of the 37 2nd grade students, two students are being serviced at Level D, two students are being serviced at Level E, three students are being serviced at Level F, two students are being serviced at Level G, three student is being serviced at Level H, 16 students are being serviced at Level I, seven students are being serviced at Level J, and one student is being serviced at Level K. Nicole Werner is servicing one 3rd grade student at Level I. Nicole Werner is servicing one student twice throughout the day in order to focus on fluency at a lower level.

Karen Peale is servicing 36 students in the 3rd grade.

Since the start of the school year in 3rd grade:

- One student has transferred to a different district (in November).
- Four students have exited the BSI program (two in November and two in February).
- One student new to the district in the 2017-2018 school year entered the program (in October).

At the beginning of January, students in third grade should be reading at a Level N/O according to the Fountas & Pinnell Text Gradient. As of the start of November, out of the 36 3rd grade students, one student is being serviced at Level J, seven students are being serviced at Level K, 15 students are being serviced at Level L, 11 students are being serviced at Level M, and two students are being serviced at Level N.

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

1st Grade: 2 new students were added to the program

2nd Grade: 3 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 February:

1st Grade: 5 students exited

2nd Grade: 3 students exited

3rd Grade: 2 students exited

2nd Grade: 1 student exited the program due to transfer to other districts

Student A – 2/2/18

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.

As of February 22, they adjusted the Basic Skills staff in order to better support the students. Cheryl Tartaglione will continue to provide Orton-Gillingham to students in 1st grade with integration of The Fountas & Pinnell Leveled Literacy Intervention System (LLI). Lynn McConnell moved from 2nd grade to 1st grade to provide support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as

integrated Foundations and Orton-Gillingham support. Lynn will have an opportunity to continue to provide instruction to these students in the 2018-2019 school year as she moves back into servicing students in the 2nd grade. Nicole Werner moved from 3rd grade to 2nd grade to provide support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as integrated Foundations support. Nicole will have an opportunity to continue to provide instruction to these students in the 2018-2019 school year as she moves back into servicing students in the 3rd grade. Karen Peale moved from 1st grade to 3rd grade to provide support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as integrated Foundations support. Karen will return back to servicing students in the 1st grade in the 2018-2019 school year.

Cheryl Tartaglione and Lynn McConnell will push into a classroom each day for a 30 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.

The mid-year Fountas & Pinnell Reading Benchmark window began on January 29, 2018. Basic Skills groups and student eligibility was adjusted accordingly based upon the outcome of the benchmark testing.

Guided reading times were assigned 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.

On February 22, they held the fourth BSI parent informational session of the 2017-2018 school year at the Bullock School. These parent nights are designed to assist the Basic Skills and Special Education families in the area of English/Language Arts. Cheryl Tartaglione presented an hour-long workshop on starting a “Family Book Club.” There were a total of 25 Bullock Families represented at the BSI parent informational session. They had to limit the number of families that could participate in this session since they were giving each family a library to take home. Cheryl Tartaglione wrote a grant through the Glassboro Education Association (GEA) to provide each family with 8 books to start their home library. In order to support the English Language Learner (ELL) families, Simone Marques (Bullock’s 1st and 2nd grade bilingual teacher) translated the informational session in its entirety. They also ran an English and Spanish PowerPoint side by side in order for parents to follow along.

Transportation, discounted food from Peking Buffet, and childcare was provided for the families in attendance. GEA Pride Grant Money covered the cost of food and supplies. Three Rowan student teachers at the Bullock School and seven National Honor Society Students from Glassboro High School assisted in the childcare of the families that attended. Below is a list of faculty members who attended this voluntary event:

Administrators

Melanie Sweeney

Teaching Staff

Cheryl Tartaglione (Bullock)

Rich Taibi

Simone Marques (Bullock)

Lynn McConnell (Bullock)

Ashley Miles (GIS)

The next parent informational session will take place at the Bullock School on March 29, 2018 at 6:00 pm and is titled, "Behavioral Strategies to Use in the Home." Dr. Selznick, a nationally certified school psychologist, adjunct graduate school professor, university professor of pediatrics and school consultant will present a parent workshop as they continue to build the school and home connection.

Mid-Year Data Update: There has been an 11.5% decrease of students (seventeen students) being serviced through the Basic Skills Program from September 2017 to February 2018. In the 2016-2017 school year, the total number of students to exit the program was 14. All of the students who exited the Basic Skills Program in the 2016-2017 school year were 1st graders. Nine students have transferred out of district, ten students have entered into the Basic Skills Program (seven out of the 10 students were new to the district) and a total of 17 students have exited the Basic Skills Program.

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

Number of children currently in the program:

Literacy BSI 4o Plus 25 Guided Reading/Skills Groups Math 0

No new entrants tested into the program in February.

One student exited the program in February.

During the month of February, the BSI teachers met with their respective LLI and Guided Reading/Skills Groups. They continued working 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, the Book-It Reading Incentive Program. Mrs. LoCastro and Mrs. Rencher continued to work with Real Men Read, monitoring their student requirements and took the boys on a trip to the Rowan Planetarium as a second marking period incentive. Mrs. LoCastro and Mrs. Rencher continued working on the Special Education Research grant with Dr. Brent Elder and Rowan University, as part of the PDS relationship between Bowe School and Rowan. Mrs. Hart, Mrs. LoCastro, and Mrs. Rencher worked on and participated in the Bowe School African American Celebration, which took place over a two-day period, and included special guest readers in all classrooms as well as a parent visitation day to view student artwork and projects based on important African American figures in history.

Language Arts: Michelle Meehan

Intermediate School

Number of children currently in the program:

One new entrant tested into the program in February.
There were no students who exited the program in February.

In February, the students continued to look at elements of a research paper. They thoroughly discussed writing openings and thesis statements (3-pronged), studied and practiced the format for strong body paragraphs (PEELS paragraphing), practiced in-text citations, and found reliable/credible sources for their research. The students began typing their research papers (5 paragraphs).

During the month of February, the students began drafting their research papers. They searched for credible sources and recorded information they wanted to use for their essay. The students also created an outline of their body paragraphs to help organize their ideas. Ms. Meehan modeled the different parts of the 5 paragraph essay as they went along. They watched videos and completed assignments and hyperdocs on Introductions, hooks, thesis statements, body paragraphs. The students really enjoyed completing the hyperdocs as it allowed them to move at their own place, take stock in their learning, and really to become the teacher.

Language Arts: Jennifer Budmen
Intermediate School

Number of children currently in the program:

Literacy	48 Students	Math	127 Students
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New entrants tested into the program:

Language Arts 7 – 6 students added to LA BSI Program in February.

Language Arts 8 – 1 students added to LA BSI Program in February.

Math 7 – 9 students added in February.

Math 8 – 13 students added in February.

Students who exited the program:

Language Arts 7 – 1 student exited LA BSI Program in February.

Language Arts 8 – 4 students exited LA BSI Program in February.

Math 7 – 8 students exited Math BSI Program in February.

Math 8 – 3 students exited Math BSI Program in February.

At the end of January, students completed Fountas and Pinnell testing (Tier 2 students only), the Math Standards Benchmark, and the Ed Connect Release Tests for Math and Language Arts. At the beginning of February, the teachers of the LA and Math departments analyzed the data and added students to the BSI lists.

Math 7 – At the start of the month, students wrote expressions and equations based on word problems. Students then began to solve one-step equations. Once students mastered simple equations, students were instructed on how to solve two-step equations and combine like terms. Towards the end of the month, students began to graph inequalities and solve one and two-step inequality equations.

Math 8 – Students reviewed Scale Factor and used scale factor to create dilations of a variety of shapes. Students also reviewed basic geometry definitions and identified angle measurements. Finally, students found the missing leg length on a right triangle using the Pythagorean Theory and started to review area, circumference, and volume towards the end of the month.

Language Arts 7 – Students read a variety of informational text articles and used closed reading skills to identify important information. Students began to read the novel, *The Giver* by Lois Lowry. Students reviewed elements of plot. As they are reading the novel, students are focusing on two unit questions (can there ever be an ideal society or government AND how much power should our leaders have) and identifying evidence from the story to support their opinion.

Language Arts 8 – Students have been reading the informational novel, *The Omnivore's Dilemma* by Michael Pollan and have been reading a variety of informational and fictional short texts in preparation of the PARCC Assessment. Students have been reflecting on their reading using Reader Response Questions and comparing the writing styles of numerous authors and types of texts.

No workshops attended in February.

Mathematics: Nicholas Tarasevich
High School

Number of children currently in the program:

Literacy _____ Math 39

Two new entrants tested into the program in February.

No students exited the program in February.

Benchmark 2 is the common assessment given by Math Department.

Program emphasis:

Geometry- inclusion

Algebra 2 – inclusion setting

Activities of special interest:

Pythagorean Mystery

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy __ Math 36

No new entrants tested into the program in February.

No students exited the program in February.

Integrated GEOMETRY: Throughout the month of February, program emphasis has been on relationships within triangles. Students have been working on constructions of triangles with midsegments, perpendicular bisectors, angle bisectors, medians, intersecting medians, altitudes, and writing indirect proofs. Students have been applying and reinforcing their algebra skills while investigating the special segments of triangles.

Integrated ALGEBRA I: Throughout the month of February, program emphasis has been on writing and solving systems of linear equations and inequalities and exponential properties and functions.

Language Arts: Sheila Saphire
High School

Number of children currently in the program:

Literacy 20 Math

No new entrants tested into the program in February.

No students exited the program in February.

Every day the students have a "Do-Now" which involves reading a famous quotation, which relates to a theme in *Romeo and Juliet*, and writing an interpretation of it and then relating it to their lives. This activity is followed by a mini-grammar lesson or a lesson on commonly confused words.

The primary focus of the lessons has been on reading, interpreting, and analyzing the language, plots, and conflicts in William Shakespeare's *Romeo and Juliet*. Students today still can relate to the story of human fragilities and errors in judgment presented in this play.

After students finish each scene, there are a series of guided reading question that they must answer in sentence form to help them remember the highlights of the play. The answers are then reviewed by the teacher.

I am enjoying working with the students and providing them with insights into the play.

III. CURRICULUM

A. Field Trips

Field trips for the month of February 2018:

DATE	SCHOOL	TO	TIME	BUSES
2/1/18	GHS	Cumberland Reg HS	5	1
2/3/18	GHS	Woodstown HS	5.5	1

2/6/18	GHS	Pennsville Mem HS	4.5	1
2/7/18	GHS	Gloucester Catholic HS	4.75	1
2/9/18	GHS	Gloucester County Library	4.5	1
2/11/18	GHS	Bennett Center, Toms River	10.5	1
2/12/18	GHS	Camden Academy Charter HS	4.5	1
2/13/18	GHS	Schalick HS	5	1
2/15/18	GHS	Jack Frost Mountain resort	12.75	1
2/15/18	GHS	Triton HS	4.75	1
2/17/18	GHS	Bennett Center, Toms River	9.5	1
2/22/18	GHS	Delsea Reg HS	2	1
2/24/18	GHS	Bennett Center, Toms River	7	1
2/26/18	GHS	Salem HS	4.5	1
2/1/18	GIS	Clearview Reg MS	3.25	1
2/2/18	GIS	Glassboro HS	1	1
2/6/18	GIS	Clayton MS	3	1
2/12/18	GIS	Pitman MS	2.5	1
2/21/18	GIS	Williamstown MS	3.5	1
2/22/18	GIS	Monongahela MS	3.25	1
2/20/18	Bowe	Rowan Planetarium	1.5	2
2/21/18	Bowe	Rowan Planetarium	1.5	2
2/15/18	Bullock	Adventure Aquarium	4.5	1
2/22/18	Bullock	Bullock (reading shuttle)	2	1
2/15/18	Rodgers	Philadelphia Zoo	4.5	1

B. Curriculum Committees:

The following curriculum committees met during the month of February 2018:
ESL, Technology, Science Fair, and World Language

Science Fair Meeting 2/12/18

Laure will double check the medal and ribbon count and get back to them.

Fundraiser? - Can the district cover costs of t-shirts that they can sell that night? Maybe use an order form and take pre-orders to cover the cost.

How could they get more participation:

Maybe offer extra credit.

GIS requirement as a grade in Science.

Rowan is working with Bullock for class level projects.

GHS requirement for all Bio Med Academy students. Stem academy must either do a project or participate in the Engineering club.

After School/In class science fair project time. Where can they fit it into the day in lower grades?

Send a letter to Corey Clement to be a guest appearance/judge. Maybe he can open the ceremony.

Reach out to RCGC to set up in the foyer.

Reach out to GIS STEM and Junior NJHS to be runners for the evening.

Can they video the fair and post to the district page? Could they Live Stream?

Barr should find the roll of kraft paper to order and send to Danielle Sochor.

Reminder to the committee to put in for April 19 and 20 as professional days in Source.

Next meeting possible Wednesday the 14th of March 3:30 p.m.

District Technology Committee Meeting

February 12, 2018

<https://goo.gl/4fm9HZ>

Members present: Matthew Schwarz, Sue Kornicki, Andrea Locastro, Michele Keating, Victoria Toczyłowski, Mike Sharkey, Renee Vanartsdalen, Jordan Faulkner, Amy Masso

Norms:

1. Meeting structure: We will meet “all call” every other month; remaining meetings will be grouped by grade level. Only two reps per meeting will be compensated according to our budget, so feel free to rotate as needed.
2. We will be writing SMART goals for each building, as well as one for the district. Goals will be instructional in nature.
3. Members, along with their building-level colleagues (PLC), are expected to address their responsibilities according to the timeframe established by the SMART goals.

Old business:

- SMART goal worksheet
- Other concerns
 - Impero PD - This will be necessary at all 1:1 buildings
 - Visitation @other districts - Arrangements will be made after February County Coaches meeting
 - Tech mentors at every building - Can we build stipends into next year's budget
- Edcamp Glassboro - Save the date...March 10, 2018

New business:

- Reports from building PLCs
- Classroom visitations by Tech Coach

- Students who can't use internet at home (Verizon)
- Is there a way in PowerSchool for parents to have to check off a box indicating that they have seen / reviewed progress reports and marking period final grades. Can we make sure we have this option for our parents?
- Impero not working correctly
- February 22 - Digital Learning Day
 - Ideas?
 - CyberSecurity Girls competition
- ISTE Standards for Educators
- SAMR Model
- BoostEDU
- Other concerns
 - Powerschool is not showing current (MP3) grades

Meetings*: March 12 - Grades PreK to 6

May 14 - All call

*Dates are tentative and subject to change. No meetings in April or June.

World Languages District Curriculum Committee

Members:

Bowe: Walleska Handal

GIS: Monica Fernandes

GHS French: Anne-Sophie Meeks

GHS Italian: Caterina Dawson

GHS Spanish: Rachael Melecio

Facilitator: Anne-Sophie Meeks

Notes from Feb. 28, 2018:

(Present: All members present)

- I. Introductions: We all introduced ourselves to each other on the committee, as there are two new members this year to our committee: Ms. Fernandes and Ms. Handal.
- II. Discussion of Curriculum: Both new elementary Spanish teachers have the curriculum and are working with it at their respective buildings of Bowe and GIS. This is the first year of Spanish solely being taught from 4-12th grade. We discussed how their prior knowledge of Spanish should increase year to year which allows us to get into more depth every time a topic is readdressed later in their studies across the district. The focus of the curriculum for this year will be finishing the update of the GHS French and Italian curriculum.
- III. GHS: Courses are going well. Italian and French curriculum is being updated this year to include technology and new standards. Because of having new hires on our committee, we shared some of the history of the world language offerings we have and what has been offered in the past to students throughout the district. Class sizes are around 25-30 in level one and around 20 in level two. Class sizes

have decreased at the upper levels. While students have had conflicts at times over the years, in the last two years we are seeing increased conflicts that are the results of the academy students being unable to pursue taking a world language for four years. The more that is added/required for academy students, the more that is taken away from somewhere else because the kids only have so much room in their schedules. Seeing the most advanced students unable to take the honors level of French, Italian, and Spanish due to the increased scheduling conflicts is a concern of the committee. Our future scientists, engineers, and musicians do need world languages as they work around the world and with colleagues from around the world. The ability to speak another language can be directly used in their career endeavors. We note that other students at high schools with STEM or STEAM academies are able to have world language courses through their senior year if interested. We would like our students to have that ability.

- IV. GIS: Spanish for 7th Graders Course & Spanish for 8th Graders Course is being taught by Mrs. Fernandes. She says she has 4 classes or 3 depending on the day. Class sizes range from 17-22. Ms. Fernandes teaches on a semester A/B day schedule. She is incorporating laptops into instruction & has seen an improvement overall in students' work ethic and Spanish as the year continues. Her classes are 60 minutes in length.
- V. BOWE: Ms. Handal is experiencing a great transition at Bowe. She likes the framework of the curriculum and has been doing well creating activities that allow her students to learn Spanish. She looks forward to her students having computers next year for her classes. She has seen a big difference between her students' approach to Spanish since the fall. She teaches 4 days of a 5-week cycle of Spanish and does one day of alternative instruction. She asked some questions of everyone concerning how we differentiate instruction, and we shared a few methods including using stations.
- VI. TRIPS ABROAD: We briefly discussed how Ms. Dawson is leading a trip to Italy over spring break 2019 and Ms. Meeks and Ms. Melecio are running a combined trip to France/Spain over spring break 2019. It is wonderful to provide our students with these experiences to use the languages studied.
- VII. FUTURE MEETINGS: We look forward to sharing best practices. We are coming to the next meeting ready to share ideas of what works well in our classes and to ask for help with any world language lesson.

Planned meetings: March 14, April 18, and May 16

IV. **PERSONNEL**

A. **New Staff Members**

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

Jessica Whittington	General Aide	Rodgers
Enrique Pagan	PC Support Tech	District
Jessica Szekely	PC Support Tech	District

Brandi Floyd
Susana Albarouki

1:1 Aide
1:1 Aide

Rodgers
from Bowe to Bullock

Vacancies

1:1 Aide at Intermediate
1:1 Aide or Classroom Aide at Rodgers

B. Substitute Teachers

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