

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

May 23, 2018

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

As of April 30, 2018, ten students were enrolled in the Alternative Evening High School. Six students have an IEP. One student is part-time. There are three students on track to graduate with the class on 2018. 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	14	9	4	1	11	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	1	0	1
8	1	0	1	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	37	31	1	56	3	10

New Entrants District-wide:

There was one new first grade student enter the program in April from Mexico due to last fall's earthquake. Additionally, one parent rejected ESL services. However, this student is still identified as an ELL until the student passes the ACCESS for ELLs test.

For the month of April, no students have exited or transferred out of the district.

ACCESS 2.0 tests was administered to all 69 ELLs during the month of March. Make-up testing was conducted in April for those students absent in March. All testing materials were mailed back by April 12.

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. There is still a need for a bilingual teacher for kindergarten and third grade.

For the month of April, 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 Mrs. Johnson's normal positive phone calls, and other inquiries.

No conferences or workshops were attended this month due to spring 2018 WIDA's ACCESS 2.0 for ELLs testing.

The annual Multi-cultural night was held on April 12. The family meeting was very well attended and enjoyed by all that attended the event! Mrs. Rettig was there and the event was publicized in the district newsletter.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy: 24 Math _____

No new entrants tested into the program in April.

One student exited the program in April.

During the month of April, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant, vowel and digraph.

The sight words there, was, your, her, of, they, then, went, must, this, with, and new were introduced.

Mrs. White has five groups instructional at level B and one group instructional at level A in the Leveled Literacy Program.

Mrs. White assisted Kindergarten teachers on the planetarium and Zoo field trips.

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

Number of children currently in the program:

Cheryl Tartaglione (24 students) and Lynn McConnell (31 students) are servicing 55 students in the 1st grade. Additionally, two 2nd grade students are receiving services with Nicole Werner (LLI) and Orton-Gillingham with Cheryl Tartaglione for a total of 60 minutes. Two 1st grade students are receiving Orton-Gillingham and Edmark 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 57 students.

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

Six students have transferred to a different district (two in October, two in November, one in December, and one in February).

Seven students have exited the BSI program (two in November and five in February).

One student entered the program based on district benchmark testing.

One student became a classified student with an IEP.

Ten students new to the district in 2017-2018 school year entered the program (three in December, two in February and five in April).

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 55 1st grade students, four students are being serviced at Level A, five students are being serviced at Level B, 13 students are being serviced at Level C, 13 students are being serviced at Level D, six students are being serviced at Level E, nine students are being serviced at Level F, and five students are being serviced at Level G. Cheryl Tartaglione is servicing one 2nd grade student at Level D and Lynn McConnell is servicing one 2nd grade student at Level F.

Nicole Werner is servicing 36 students in the 2nd 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. One 3rd grade student will be receiving services with Nicole Werner (LLI) and Karen Peale (LLI) for a total of 60 minutes. One 2nd grade student is being serviced twice for a total of 60 minutes. Two 3rd grade students will be serviced by the 2nd grade basic skills staff for a total of 37 students.

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

Four students have transferred to a different district (one in December, one in January, one in February, and one in March).

Five students have exited the BSI program (two in November and three in February).

One student became a student with an IEP.

Three students new to the district in 2017-2018 school year entered the program (two in November and one in April).

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 36 2nd grade students, three students are being serviced at Level D, one student is being serviced at Level E, three students are being serviced at Level F, two students are being serviced at Level G, three students are being serviced at Level H, fifteen students are being serviced at Level I, eight students are being serviced at Level J, and one student is being serviced at Level K.

Nicole Werner is additionally servicing one 3rd grade student at Level I, one at Level L, and one at Level M; one student who is also seen by the 3rd grade BSI staff at Level K; one 2nd grade student twice throughout the day in order to focus on fluency at a lower level.

Karen Peale is servicing 32 students in the 3rd grade. Additionally, one 3rd grade student will be receiving services with Nicole Werner (LLI) and Karen Peale (LLI) for a total of 60 minutes. Two 3rd grade students are being serviced twice for a total of 60 minutes.

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

Three students have transferred to a different district (one in November, one in February, and one in March).

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 January, out of the 32 3rd grade students, one student is being serviced at Level J, seven students are being serviced at Level K, 12 students are being serviced at Level L, 10 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 April:

1st Grade: five new students were added to the program (All students were new to the district and were added on 4/20/18)

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 April:

1st Grade: one student exited (Student was classified with an IEP on 4/9/18); no students exited the program due to transfer to other districts

2nd Grade: three students exited; no students exited the program due to transfer to other districts

3rd Grade: two students exited; no students exited the program due to transfer to other districts

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. End of the year Fountas & Pinnell Benchmark Assessments will be given in the first two weeks of May. The remaining assessments will be completed from the end of May to the beginning of June. The June Board Report will include the updated Fountas & Pinnell Benchmark Assessments and data on students who will exit the Basic Skills Program from the 2017-2018 school year.

Cheryl Tartaglione and Lynn McConnell will continue to 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.

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.

BSI Parent Informational Sessions:

The final Family Informational Night will be an ELA and Math Family Night for parents and students on Thursday, May 31. The focus will be on the “summer slump” and provide families with an interactive experience on how to support their children over the summer in reading, writing and math.

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy BSI 40 Plus 25 Guided Reading/Skills Groups Math 0

No new entrants tested into the program in April.

No students exited the program in April.

During the month of April, the BSI teachers met with their respective LLI and Guided Reading/Skills Groups until PARCC testing began. Once PARCC began on the 16th, Mrs. Rencher and Mrs. Hart assisted with the testing. Mrs. Hart served as a proctor, while Mrs. Rencher either was used as a test administrator, proctor or assisted with tech issues. Beginning on April 23, Mrs. Rencher helped with PARCC testing in the morning and then was used in 6th grade for the afternoon. Mrs. Rencher did not meet with her BSI groups once PARCC testing began. Mrs. LoCastro and Mrs. Rencher continued to work with Real Men Read, monitoring their student requirements. 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. LoCastro and Mrs. Rencher began working with Dr. Brent Elder on their presentation for the 2018 Symposium on Teacher Leadership, which will be held at Rowan University on May

17. The presentation will be on Using PDS to create sustainable inclusive education practices. Mrs. Rencher has also continued her work as coordinator of the I & RS team at Bowe as well as coordinator of the after school tutoring program.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 126 Math

No new entrants tested into the program in April.

No students exited the program in April.

For the month of April, they worked on their 5 paragraph argumentative essays. The students were able to select an arguable topic that could be founded on research. Students conducted research and gathered information for their essay on a graphic organizer before beginning their essays.

This month, they continued working on their 5 paragraph argumentative essays. The students enjoyed selecting their own topics and researching the information to make their argument strong. They played some games of “Would you rather...?” to practice debating and supporting their argument. The students also did a fantastic job of working together to brainstorm topics for broader ideas (Media, Politics, Science, Health, Technology, School, etc.) The students studied the three parts of an effective introduction, how to write a powerful claim, how to format a works cited page, the PEEL format for writing effective and concise paragraphs, counterclaims and rebuttals, transition words, and the three part conclusion.

Mrs. Meehan will be attending a school visitation with Sue Kornicki on 5/11/18.

Language Arts: Jennifer Budmen
Intermediate School

Number of children currently in the program:

Literacy 48 Students Math 127 Students

There were no new entrants in the Math and Language Arts BSI Programs in the month of April.

No students exited the Math and/or Language Arts BSI Program in the month of April.

All seventh and eighth grade students are completing the Math and ELA PARCC assessments during May. Additionally, eighth grade students are completing the Science NJ ASK assessment this month.

After the PARCC assessment, students in seventh and eighth grade math will be completing the remaining Ed Connect Release assessments on Ed Connect and the

Standards Based benchmark. Finally, students in language arts will be completing the remaining Ed Connect Release assessment this month.

Math 7 – Students in seventh grade math worked on theoretical and experimental probability. Students completed a variety of activities that required them to calculate the experimental and theoretical probability. Towards the end of the month, students began to review for the PARCC assessment.

Math 8 – During the month of April, students identified the line of best fit on a scatter plot and reviewed systems of equations. Towards the end of the month, students began to review for the PARCC assessment.

Language Arts 7 – Students completed a variety of PARCC review activities that included practice writing essays and informational reading strategies. Students responded to a variety of open-ended questions and had to use evidence from the text to support their answers.

Language Arts 8 – Students completed a variety of PARCC review activities that included practice writing essays and informational reading strategies. Students responded to a variety of open-ended questions and had to use evidence from the text to support their answers.

Ms. Budmen did not attend any workshops in April.

Mathematics: Nicholas Tarasevich
High School

Number of children currently in the program:

Literacy _____ Math 38

No new entrants tested into the program in April.

No students exited the program in April.

Program emphasis:

Geometry - inclusion setting

Algebra 2 - inclusion setting

Students have been working on Trig functions and Circles and how they are all related.

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy __ Math 35

No new entrants tested into the program in April.

No students exited the program in April.

Integrated GEOMETRY: Throughout the month of April, program emphasis has been on circles and right triangles. Students have been applying and reinforcing their algebra skills while investigating circles and right triangles.

Integrated ALGEBRA I: Throughout the month of April, program emphasis has been on quadratic equations and functions.

Language Arts: Sheila Saphire
High School

Number of children currently in the program:

Literacy 21 Math

One new entrant tested into the program in March.

No students exited the program in April.

The classes are reading *I Am Malala* and comparing/contrasting the book's cultural, religious, and politic climate to their roles, values, and opportunities afforded to them in today's society. Much of the focus has been on Malala's recollections and descriptions of her life in Pakistan before and after the infiltration of the Taliban.

Students have been learning about the Pashtun culture, the country, their family values, and their country's divided missions.

On 4/7/18 at Washington Twp. High School, Mrs. Saphire attended various EdCamp sessions which included sessions on writing letters of recommendation, literacy programs to improve students' reading and writing, and ways to set-up and promote EdCamp groups. The sessions were excellent and provided useful information and insights.

Students have been progressing well and are keenly interested in the roles of men and women in Afghanistan. They have also been impressed with the impact a teenaged girl can have on today's world.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of April 2018:

DATE	SCHOOL	TO	TIME	BUSES
4/2/18	GHS	Chesapeake VA	13.5	1
4/3/18	GHS	Schalick HS	2	1
4/5/18	GHS	Triton HS	3.5	1
4/5/18	GHS	Deptford HS	4	1

4/5/18	GHS	Deptford HS	5.5	2
4/5/18	GHS	Chesapeake VA	13.5	1
4/6/18	GHS	Buena	4.5	1
4/6/18	GHS	Buena	6	1
4/7/18	GHS	Cinnaminson HS	9.5	1
4/9/18	GHS	RCGC Tennis Courts	2	1
4/10/18	GHS	Rowan Student Center Home	1	1
4/11/18	GHS	Pitman HS	2	1
4/13/18	GHS	Washington DC	15	1
4/13/18	GHS	Kingsway HS	4	1
4/13/18	GHS	Levoy Theater Millville	1.25	1
4/14/18	GHS	Bridgeton HS	7.25	1
4/14/18	GHS	West Deptford HS	7.5	1
4/16/18	GHS	Salem HS	3	1
4/17/18	GHS	Schalick HS	1.5	1
4/18/18	GHS	Delsea HS	3	1
4/18/18	GHS	Delsea HS	1.75	1
4/20/18	GHS	Lindenwold HS	3	1
4/20/18	GHS	LARC School	5	1
4/21/18	GHS	Pitman @ Alcyon Park	7	1
4/21/18	GHS	Pitman @ Alcyon Park	6.5	1
4/21/18	GHS	Woodbury HS	10	1
4/23/18	GHS	Delsea HS	2.5	1
4/23/18	GHS	Schalick HS	2	1
4/23/18	GHS	Delsea HS	2.5	1
4/24/18	GHS	Woodstown HS	2	1
4/25/18	GHS	Gloucester Catholic	5	1
4/26/18	GHS	Penn Relays P/U	2.5	1
4/26/18	GHS	Penn Relays D/O	1.25	1
4/26/18	GHS	Kimmel Center	4.5	1
4/27/18	GHS	Penn Relays	2.5	1
4/27/18	GHS	Rowan University	1	1
4/30/18	GHS	Delsea HS	2	1
4/30/18	GHS	Middle Township	4	1
4/30/18	GHS	Gloucester Catholic	1	1
4/20/18	GIS	Gloucester County Animal	3	1
4/24/18	GIS	Bus Evacuations	1	4

4/24/18	GIS	Rowan Library	1	1
4/13/18	Bullock	Longwood Gardens	5.5	2
4/18/18	Bullock	Rowan Planetarium	2	2
4/19/18	Bullock	Pitman Theater	2.25	1
4/24/18	Bullock	Rowan Library	1	1
4/27/18	Bullock	Cape May Zoo	3.5	1
4/24/18	Bullock	Rowan Library	1	1
4/30/18	Bullock	Bus Evacuations	1	4
4/13/18	Rodgers	Rowan Planetarium	3.25	2
4/24/18	Rodgers	Philadelphia Zoo	5.5	4

B. Curriculum Committees:

The following curriculum committees met during the month of April 2018:
World Language Committee

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 April 18, 2018:

(Present: All members present)

Instruction: Discussion of how we as World Language teachers handle indifference and discipline issues in our classrooms at the elementary, middle school, and high school levels. Lesson activities, even the best of them, become a true challenge with indifferent students. Members discussed what they do with activities to manage a class best for world languages from classroom desk seating arrangements to choices of engaging activities for learners. We discussed that at the elementary and middle school level it is most important to get them to try to appreciate the benefits of learning Spanish and how success in Spanish will make them stronger at continuing Spanish or learning French/Italian at GHS since these romance languages are interconnected and prepare them for a global world.

Best Practices: Continued discussion of some best practices. The more we include individual, partnered, or group performance-based assessments, the more we allow our students to break through their comfort zones. They become more confident at public speaking in other courses and in their future career paths as well. Ms. Handal

discussed some number activities including guessing more or less number games using dry erase boards with partners. Further discussion of kahoot, google, quizlet, and other online resources followed. While Intermediate and GHS have 1:1 laptops for use, Bowe does not yet. Ms. Handal looks forward to being able to engage her students more regularly with one to one devices in the future.

NEXT MEETING: Final meeting of the year - Discussion of how the year is concluding, concerns, ideas, GHS teachers will explain how we use exit interviews at the high school level, and Madame Meeks will update everyone on what GHS curriculum is finishing being updated as the year ends.

Planned meeting: May 16 at 3pm in Room A116 at GHS

IV. **PERSONNEL**

A. **New Staff Members**

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

Vacancies

Social/Emotional Teacher	Bowe School
Special Ed Math Inclusion Teacher	GHS

B. **Substitute Teachers**

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