

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

December 16, 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

Number of children currently in the program:

Rona has 36 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	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	6	0	4	0	3	0	3
10	2	0	2	0	1	0	1
11	1	0	1	0	1	0	0
12	1	0	1	0	0	0	1
ADULT ED	0	0	0	0	0	0	0
TOTALS	75	17	55	3	61	3	11

New Entrants District-wide:

There were two new 9th grade entrants who entered into the ESL Program for the district this month.

For the month of November, there were no students who exited or transferred out of the district.

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, a Bilingual program has been initiated to address the specific needs of the Spanish-speaking population in grades one and two.

For the month of November, 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 November, Rona attended several workshops at the NJEA Convention in Atlantic City. One of particular interest focused on understanding the history and mechanics of the Arabic language.

Also, during November Rona attended a workshop entitled, "Raising the Bar: The Utility of Empathy for Negotiating Culturally Responsive Interactions Across Teacher-Student Difference" which was held free of charge by EIRC in Mullica Hill in conjunction with Rowan University in the efforts in the New Jersey Network to close the achievement gaps. The useful workshop focused on strategies to deliver effective instruction to hard-to-reach minority students.

Furthermore, Rona attended an ESL informative meeting with NJTESOL/NABE, Inc. held in Pleasantville; the focus was on viewing the newly released ELL Tool Kit supplied by the NJDOE.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy _____ X _____ Math _____
White: 24
Knight: 15
Rutter: 17

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

During the month of November 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 N, M, V, W, X and Y 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 jump, come, a, we, an, do, white and five were introduced.

All but 3 BSI students are working in the LLI getting started lessons.

3 students are working in the SRA Language for learning program to develop their readiness for reading.

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

Number of children currently in your program:

Literacy 15 Math 6

FIRST GRADE

16 students were serviced in literacy in grade 1. One student withdrew in November. ($16-1=15$). However, one student previously serviced by Moss is now serviced by Peale. Peale services 14 first graders. One student serviced by Peale is now serviced by Moss, and Moss previously services 2 first graders with one transferring in November. ($2-1WD=1+1=2$) ($2+5$ NE= $7+1RE$ -re-entry= 8) Moss added 5 new entries at the beginning of December and one re-entry and now services 8 first graders. Rullo services 1 student. So, Peale's $14 +$ Moss' $8=22 +1$ by Rullo $=23$.

Flaig services seven students in first grade for mathematics. Skills emphasized in November were number recognition, addition facts, number bond illustrations, and fact families. Of the seven, two also receive literacy support. (23 literacy $+ 7$ math= $30 -5$ serviced for both $=25$) serviced in both literacy and math= 25

The current total first graders in literacy basic skills by December 4, 2015 is 25.

SECOND GRADE:

The total number of second graders receiving literacy basic skills services was 27. One of DeFrank's students tested out. ($14-1=13$). One student transferred. ($13-1=12$) However, DeFrank had two new entries. ($12+2=14$). One student was a re-entry ($14+1=15$). McConnell had one new entry ($13+1=14$) and now services 14 students. ($15+14= 29$). 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. 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. (29 literacy+13 math =42-9 receiving both services=33). 33 students are serviced in grade 2.

THIRD GRADE:

Matteo serviced 15 third graders in literacy using the LLI Red Kit Program and the Blue LLI Kit Program. One group, reading at level M, and one group reading at Level L, are utilizing the Red Kit. The other two groups are using the Blue Kit, as they are reading at levels I and J 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. Moss services the rest and utilized the Grade 3: LLI Red System (Level L) & sight word practice.

Three groups also receive two days of phonics with the Foundations program. Students were assessed on Unit 1 on closed syllables on November 16. Unit 2 on doubling “f,z,l, and s” at the end of a word with one short vowel was introduced and presented beginning November 23. Matteo serviced 15 third graders (with 1 new entry and 1 student begin serviced by Moss $15-1=14+1=15$), Peale services 4, and Moss services $10-2(\text{two tested out}) = 8 + 1(\text{RE})=9 + (1 \text{ from Matteo and } 1 \text{ from DeFrank})=11$. ($15+4+11=30$).

In mathematics, Matteo now services 6 students in mathematics of the 37 students with Flaig servicing the remaining 31. ($6+31=37$). $30 (\text{literacy}) + 37(\text{math}) = 67-25(\text{students receive both services})= 42$ students. Matteo continues to work with one second grader on counting by 2’s, 5’s, and 10’s and with third graders on multiplying by 3 and 4. 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 attended the Bullock Garden Team meeting on November 9, 2015 and continues to water the garden on Tuesday mornings as needed. A Faculty meeting was attended by all BSI staff on Thursday November 12. Matteo also was in contact with Jen Budman at the Intermediate School in regard to the Santa Shop scheduled for Wednesday December 16. Bullock staff was sent email with information on this even including the parent permission form, on November 21. Matteo updated all forms and will keep track of all students attending and returning permission forms. All BSI staff met with Rich Taibi on Wednesday November 25 to revamp/redo schedules based on November reading benchmarks. Bullock’s SOS Team, of which DeFrank is a member, held a Thanksgiving Breakfast on Wednesday November 25 with goodies from Panera Bread picked up and delivered to Bullock by Matteo.

Conferences and Workshops Attended

Matteo completed all PowerPoint slide shows and state mandated webinars including a two hour webinar on dyslexia. This fulfills the yearly two hour state mandated training on dyslexia. Matteo and DeFrank also attended a workshop on November 23 at Auletto’s presented by NJEA with other Bullock colleagues.

CAST team met on November 19 with DeFrank now serving on this team. Matteo attended the third PLC meeting in regard to Comprehension Through Conversation book written by Richard L. Allington on November 19, 2015. Moss attended Reading & Writing Workshop @ Columbia University: 10/17

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

1st grade: 25 2nd Grade: 33(math and literacy) 3rd Grade: 42 (math and literacy services)

Total of school: $25+33+42 = 100$ students

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy 63 students for BSI and 30 students for Read 180 Math 0

BSI teachers use 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, the students adjusted to the quick pace of LLI and now have continued to learn about the program and grow as a group. LLI is the Fountas & Pinnell Leveled Literacy Intervention program. It is a small-group supplementary language arts intervention program, with each level having been divided into 34 lessons. Each lesson is designed to include the following components: comprehension, phonics/vocabulary development, fluency, and writing about reading. The lessons take anywhere from two-four days to complete depending on the amount of time a group meets each day as well as the number of students per group. LLI is done through structured lessons on both their instructional and independent level.

The focus of this month has been to continue implementing LLI with the BSI groups. As the year moves on, they expect the groups to improve in their ability to respond to higher level response questions either orally or through their writing. Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to 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. Another LLI kit was ordered for the school, and covers levels L-Q, which is now housed in Mrs. Hart's room. Some of the BSI PLC time will be used to create files for these levels as well as familiarize themselves with the kit itself. During the remainder of their time, Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to 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 is now being

taught by Mrs. LoCastro and Mrs. Rencher on Monday and Wednesday from 11:40-12:10, and then again after school for an hour, with the help of Mrs. Stump and Mrs. Killelea. This program will run from November through May.

Language Arts: Diane Villec
Intermediate School

Number of children currently in the program:

Literacy 27 Math

During the reading portion of class, students read novels and finished up Stages of Plot featuring anthologies in the McDougal/Littell text. Students began Unit 2 with several stories including: Zebra, The Scholarship Jacket, A Retrieved Reformation, and The Three Century Woman/Charles. Students completed the Unit 2 Assessment concentrating on the following skills, determining point of view, character analysis, making inferences, and improving vocabulary usage. Students also began to read The Outsiders by S.E. Hinton, and are continuing to focus on these skills while reading. In addition, students are working on determining conflict, both internal and external and finding examples in novels.

Language Arts: Jennie Hara
Intermediate School

Number of children currently in the program:

Literacy 120 Math

There were no new entrants tested into the program in November.
There were no students who exited the program in November.

Emphasis in Writing 7 during this unit was on Informational Writing and its elements based on the Lucy Calkins Units of Study. Students wrote every day following the sessions and bends of the Information Writing Unit. The following topics were 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 the program:

Literacy _____ Math 38

No new entrants tested into the program in November.

One student transferred out of the district in November.

Integrated GEOMETRY: Throughout the month of November, program emphasis has been on parallel and perpendicular lines and incorporating technology in the discovery of geometric properties of those lines and the angles that are created between them. Students have continued to apply and reinforce their algebra skills while working with equations of lines angle measures. Investigations using Geometer's Sketchpad continues to enhance student learning.

Integrated ALGEBRA I: Throughout the month of November, program emphasis has been on writing and solving linear equations. Students have worked on solving basic one-step equations, two-step equations, multi-step equations, solving equations with variables on both sides, proportions, using cross products to solve proportions, and percent problems. Students showed areas of weakness in solving equations with variables on both sides and solving proportions that contained algebraic expressions in both ratios of the proportions.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 11

New entrants tested into the program:

Ally McBeal Rivera

Keisha Luna Quinones

No students exited the program.

In the month of November, the juniors read a book as a class. The instruction focused on appreciation of literature and emphasized writing response entries and vocabulary usage. The class activities involved developing an appreciation of Steinbeck's literary style/technique, on understanding the story, and on developing an awareness of social and economic conditions that existed during the Great Depression. Each chapter of the book had a set of questions to aid students in tracking their progress and comprehension. On a daily basis, students wrote essays or short paragraphs on topics related to the novel to help them relate to the characters and their situations.

Each week the students were given lists of vocabulary words, the roots, definitions, and usage. The weekly vocabulary quizzes were enabled in order to track their progress. The lessons included how to identify context clues within a sentence to

determine the correct word answer and how to eliminate choices when answering 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 were assigned vocabulary exercises, which were shared, to reinforce their learning. Laptops were provided for the students to write their entries and to research the book.

The level of student cooperation and involvement continues to improve.

Language Arts: Christi Baldissero
High School

Number of children currently in the program:

Literacy 19 _____ Math _____

New entrants tested into the program:

Jason Cummings- transfer from Night School

Students who 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

Anthony Valerio- Cleared SAT

Program emphasis:

In the month of November, the Test Prep students prepared to take the SATs. The emphasis of the program focused on word knowledge, reading skills and strategies for complex text, and writing.

Activities of special interest:

In November, the Test Prep students engaged in actively reading a transcript of Manal-al-Sharif’s ted talk on Saudi Women Driving. This ted talk exposed the students to a current, informational text. Students worked on word knowledge skills, identifying main points and supportive points, while also analyzing motivations of the individuals mentioned in the text. Moving on from the ted talk, the students began to read highlighted articles of the week, where they focused again, on word knowledge skills and development of thought and analysis of a piece of informational text.

The students, who transferred out of the classroom due to passing an exam, have been a motivation for those who still need to pass. Ms. Baldissero has noticed an air of importance in the students present, that she did not notice before this change.

III. **CURRICULUM**

A. Field Trips

Field trips for the month of: November, 2015:

DATE	SCHOOL	TO	TIME	BUSES
11/09/15	GHS	Philadelphia	5	1
11/17/15	GHS	Susquehanna Center	4.5	1
11/18/15	GHS	Filitalia	4.5	1
11/23/15	GHS	Good Samaritan Center	2	1
11/28/15	GHS	Pitman Parade	2.75	1
11/05/15	Boys & Girls	Lincoln Financial Field	4	1

B. Curriculum Committees:

The following curriculum committees met during the month of November:

COMMITTEE: District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: November 16, 2015, 2:30 p.m.
Bowe School

MEETING/INSERVICE AGENDA

1. Substitute Nurse and Orientation
2. Registration/Immunization Concerns
3. Athletic Physical Updates
4. Power School Update/Input
5. Medication Policy/Epi-pens
6. Nurse Summer Hours
7. Supply Budget
8. Field Trip Update – Form development
9. Staff Health Issues

ADMINISTRATORS:

IN ATTENDANCE: Catherine Straube, Donna Begolly, Nancy Fiebig, Erin Perewiznyk, Marian Dunn

LENGTH OF MEETING: 2:30 p.m. – 4:15 p.m.

SUBJECTS DISCUSSED:

1. Substitute Nurses and Orientation: One of the new subs has started orienting at the schools and has worked a few days. The other new sub due to start orienting in January. Discussion over logging in student visits. Not sure if technology could provide a “rolling code” so that new subs could log students into power school and also look at previous visits and issues logged into power school. As an alternate, new subs could use a daily log sheet.
2. Registration and Immunization Concerns: An increase in new registrants has made it difficult for nurses at some schools to obtain required medical records and immunizations in a timely manner. It is highly encouraged that these records are brought to registration. State law mandates that schools have 24 hours to provide copy of State Immunization Card when requested by parent. Related to this, it should not be difficult for transfers within the state to obtain this required documents prior to registering.
3. Athletic Physicals: Winter Physicals reportedly went more smoothly. Still ongoing need to get physicals to Dr. Palmer’s office. Nurses who work to complete summer physicals may need more hours than originally requested due to volume and process.
4. Medication Policy- Ongoing concern about availability of Emergency Epinephrine at school sponsored functions. This warrants further discussion, and will be difficult to accomplish. It would possibly involve all coaches and facilitators being Epi-pen delegates, but it is not sure how to have Epi-pens available at every activity. Also, nurses not comfortable with leaving stock Epi-pens in an unlocked location after school hours. May need some additional counsel to address.
5. Nurse Summer Hours: Nurses must work during the summer in order to ensure that all student health issues and relevant care plans are available to all appropriate staff on the first day of school. This is a time consuming process. In addition, there was a marked increase in number of new registrants during the month of August this year, adding to the already heavy workload. Teachers need to know student health issues on the first day of school. A lot of time and preparation goes in to making this information available. Nurse group will generate and submit a proposal to discuss possible compensation options.
6. Supply Budget: Some older items may need to be replaced.
7. Field Trip Update: Field trip form to be developed. In specific instances when parent or nurse cannot attend, form will indicate that 911 will be called for emergency that occurs on field trip. This will be used for students with more significant health issues or who have medication orders.
8. Staff Health Issues: Can offer guidance and assist if possible. More complicated requests must be discussed with Administrator and Mrs. Sochor if accommodations are requested.

Conclusion(s) reached: One new sub nurse has started and second to orient in January. It takes a long time to obtain immunization records that are not turned in at registration. There is important work that must be done toward end of summer related to student health issues. This information has to be fully available and communicated to appropriate staff by first day of school to ensure student safety and reduce possible liability. If nurse is not available on a field trip, 911 will be called for emergency. Further discussion needed related to Epi-pen availability at after school activities, functions.

Recommendation(s): Development of Field Trip form to address some medical and medication concerns when nurse will not be attending trip. Continue to follow state-mandates for Athletic Physical process. Related to Medication policy, further discussion needed at district level to address school-sponsored functions and access to emergency Epinephrine. Discussion of possible proposal needed related to hours that nurses must work in the summer. Staff requesting specific medical accommodations must discuss with Administrator.

DATE, TIME, PLACE OF THE NEXT MEETING: January 26, 2016 at 2:30 p.m.
Bowe School Conference Room

IV. **PERSONNEL**

A. **New Staff Members**

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

Danyel Middlebrook	Library Aide	GIS
Kathy Mastran	Interim School Business Admin/Board Secretary	
Leonard Campbell	Sub. Maintenance	District
Octavius Crowley	Special Ed Aide	GIS

Vacancies

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

B. **Substitute Teachers**

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