

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

October 17, 2018

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

As of September 30, 2018 there are nine students enrolled in the Alternative Evening High School. Three students have an IEP. One student is attending part-time in order to meet his graduation requirements.

II. STATE AND FEDERAL PROGRAMS

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

Number of children currently in your program:
Mrs. Johnson has 48 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	14	10 (when available)	3	1	10	1	3
1	13	11	2	0	12	1	0
2	15	10	4	1	12	0	3
3	8	8 (when available)	0	0	8	0	0
4	7	0	7	0	6	1	0
5	6	0	6	0	5	0	1
6	1	0	1	0	1	0	0
7	2	0	2	0	2	0	0
8	4	0	4	0	3	0	1
9	1	0	1	0	1	0	0
10	1	0	1	0	1	0	0
11	0	0	0	0	0	0	0
12	2	0	2	0	0	0	2
ADULT ED	0	0	0	0	0	0	0
TOTALS	74	39	33	2	61	3	10

New Entrants District-wide:

There are 17 new students who entered the ESL/BE Program this month (14 kindergarteners, one first grader, one fourth grader, and one eighth grader. Additionally, the parent of a kindergartener declined services.

For the month of September, eight students have exited the ELL Program. Additionally, one student graduated HS and five students transferred out of the district.

No other testing beyond placement testing has occurred.

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 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 of a bilingual teacher for kindergarten and third grade. Additionally, the program would flourish with the support of bilingual aides.

As a department, they collaborated their efforts and concluded the year with their ESL/BE Picnic which was held, June 1st for grades 1-8. There was a large turnout with several parents also in attendance.

For the month of June, Mrs. Johnson attended one professional development session sponsored by NJTESOL of Atlantic Co. In August, she attended and volunteered at the annual dyslexia conference.

Mrs. Sochor and the department met on September 21 and they are planning for a BPAC meeting to be held October 4, 2018 prior to Bullock's Back-to-School night.

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator

J. Harvey Rodgers School

Number of children currently in the program:

Literacy X Math

Owens- 26

Morrison-18

During the month of September 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 T, I, U, J, C, G, O and Q 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 it, help, look, not, brown, the, am play, little, up, no, and down were introduced.

Mrs. Owens went to the New Jersey International Dyslexia Association (NJIDA) conference: September 21, 2018 in Somerset, NJ. She attended workshops regarding vocabulary and phonemic awareness. Presenters provided participants with research-based strategies that are quick and easy to implement in the classroom.

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

Number of children currently in the program:

BSI Teacher: Cheryl Tartaglione	
Grade/Level	Number of Students
Grade 1	
Level A	8
Level B	1
Level C	9
Level D	5
Total Grade 1 Students	23
Grade 2	
Level B	1
Level C	2
Level D	1
Level E	5
Total Grade 2 Students	9
Total Students Serviced	
32	

BSI Teacher: Lynn McConnell	
Grade/Level	Number of Students
Grade 1	
Level A	2
Level B	5
Level C	10
Level D	5
Total Grade 1 Students	22
Grade 2	

Level B	3
Level C	3
Level H	3
Total Grade 2 Students	9
Total Students Serviced	31

BSI Teacher: Nicole Werner	
Grade/Level	Number of Students
Grade 1	
Level A*	4
Level D	3
Total Grade 1 Students	3
Grade 2	
Level E	4
Level F	4
Level G	4
Level H	1
Total Grade 2 Students	13
Grade 3	
Level E	1
Level F	2
Level G	2
Level J	4
Level K	4
Total Grade 3 Students	13
Total Students Serviced	29

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

BSI Teacher: Karen Peale	
Grade/Level	Number of Students
Grade 1	
Level A*	1
Total Grade 1	0

Students	
Grade 2	
Level D	4
Level H	5
Total Grade 2 Students	9
Grade 3	
Level G	1
Level I	1
Level J	4
Level K	3
Level L	10
Total Grade 3 Students	19
Total Students Serviced	28

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

1 st – 3 rd BSI Student Totals (September 2018)	
Grade	Number of Students
1	48
2	40
3	32
Grades 1-3	120

A variety of tests were administered at the end of the 2017-2018 school year to determine eligibility for basic skills in the 2018-2019 school year. All students going into 1st grade were individually administered the Phonological Awareness Profile, which is designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence. All basic skills students in the 2017-2018 school year going into 2nd and 3rd grade were also administered the Phonological Awareness Profile.

At the end of the 2017-2018 school year, students in grades 1st – 3rd were all given a Fountas & Pinnell Reading Benchmark Assessment to determine their reading level by testing their word accuracy, fluency, and comprehension. At the start of the 2018-2019 school year, students in grades 1st – 3rd 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 we can identify areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency.

All new students to Glassboro Public Schools in the 2018-2019 school year were administered the above testing.

Basic Skills services for all students in grades 1st -3rd began on September 19, 2018. 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.

1st grade students seen by Lynn McConnell and Cheryl Tartaglione will receive a combination of The Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Orton-Gillingham. Both Lynn McConnell and Cheryl Tartaglione are Orton-Gillingham certified. Orton-Gillingham places an emphasis on the connections between letters and sounds through an explicit, direct, and multisensory instructional method. 1st – 3rd grade students seen by Nicole Werner and Karen Peale will use The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

At the end of Kindergarten, students should be reading at a Level D. For the 1st trimester of the 2018-2019 school year, we are able to service all students identified in the 1st grade as Levels A-D who scored a 45 or higher (out of 60) on the Phonological Awareness Profile.

At the end of 1st grade, students should be reading at a Level I/J. For the 1st trimester of the 2018-2019 school year, we are able to service all students identified in the 2nd grade as Levels A-H (except for students reading at Level H in an inclusion setting).

At the end of the 2nd grade, students should be reading at a Level M. For the 1st trimester of the 2018-2019 school year, we are able to service all students identified in the 3rd grade as Levels A-L (except for students reading at Level L in an inclusion setting).

On October 4, the Dorothy L. Bullock School held its annual Back to School Night. A Basic Skills informational session was conducted 30 minutes prior the start of Back to School Night. A total of 45 families were represented to hear about our basic skills program and they were given an opportunity meet with their child's basic skills teacher.

On September 7, 10 and 11, 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 2018-2019 school year.

A series of parent workshops will again be held at the Dorothy L. Bullock School in the 2018-2019 school year and include the following dates and topics:

Wednesday, Oct. 24 First Grade Fundamentals for Pupil Success (only 1st grade parents)

Wednesday, Nov. 28 Parent "To Do's": Help Your Kids Do Great in School This Year!

Wednesday, Dec. 19 What is all of this SEL stuff anyway?

Wednesday, Jan. 30 How much is too much? Minecraft, Fortnite and More!
Wednesday, Feb. 27 Spelling and Foundations - What Parents Need to Know!
Wednesday, March 27 Writing Tips to Support the Budding Writer
Tuesday, April 16 Building Good Readers-What do the Experts say?
Thursday, May 30 Preparing for Summer “SUNSATIONAL EVENT” (Family Event for Grades 1-3)

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy: 20 Math: 0

There were no new entrants tested into the program in September.

There were no students who exited the program in September.

The BSI teachers spent the month analyzing data, determining groups, disseminating information and permission letters to parents.

They also benchmarked all new to district students, using the F & P benchmarking system.

The BSI teachers developed Battle of the Books protocols and lists of coaches and teams. They began developing the Real Men Read program for the 2018-2019 year. They also began organizing the African American Read In and Art Exhibition, for 2018-2019.

Mrs. LoCastro, Mrs. Hart and Ms. Rencher worked in conjunction with administration to elevate the social, emotional climate of the building. They also worked closely with Dr. Elder in continuing the PDS initiatives. Mrs. LoCastro and Mrs. Rencher, as part of the I & RS team, held their annual Fall Follow-up meetings.

Ms. Render attended the opening day, Nathan Levy, district wide in-service.

Language Arts: Andrea LoCastro
Thomas E. Bowe School

Number of children currently in the program:

Literacy 20 Math N/A

No new entrants tested into the program in September.

No students exited the program in September.

The BSI teachers spent the month analyzing data, determining groups, and disseminating information and permission letters to parents. They also benchmarked all new to districts students using the F&P Benchmarking System.

Developed Battle of the Books protocols and lists of coaches and teams.
Began developing the Real Men Read Program for the 2018-2019 school year

Began organizing the Annual African-American Read-In and Art Exhibition for the 2018-2019 school year.

Worked in conjunction with administration to elevate the Social/Emotional climate of the building.

Worked closely with Dr. Elder in continuing our PDS initiatives

Held multiple Fall Follow-up I&RS Meetings

Ms. LoCastro attended the Opening Day, Nathan Levy, district-wide in-service.

Language Arts: Michelle Meehan

Intermediate School

Number of children currently in the program:

Literacy 71 Math

There were no new entrants tested into the program in September.

There were no students who exited the program in September.

ELA: In September, they were working on ELA review, Unit 1. They read several short stories and discussed elements of plot. The students worked on adding parts of the story to their own plot diagrams. They also worked on the three types of irony, inferences, characterization, theme, and symbolism.

Writing: In September, the students began working on grammar skills for warm-ups each morning and also began writing their personal narrative essays. They began crafting true stories about themselves. They looked at mentor texts to discuss introductions, hooks/leads, sensory details, etc.

In ELA they used Pixar shorts to discuss elements of plot and Disney movies to introduce irony.

In writing, the students worked a lot in small groups to study mentor texts and discuss what they saw that worked from the author. They used these discussions to make class anchor charts.

Ms. Meehan attended Technology workshop (Unified Classroom) and Trauma Workshops (both).

Language Arts: Ilisa Noble

Intermediate School

Number of children currently in the program:

Literacy 53 Math

There are no new entrants for September.

No students exited the program in September.

Test used was Benchmark (Unified Classroom Departmental Benchmark for ELA).

7th Grade: During the month of September, focus was on introduction to plot elements. Emphasis was on the following language arts skills:

- Stages of plot
- Point of view
- Irony
- Character and plot development

8th Grade: During the month of September, focus was on literary elements. Emphasis was on the following language arts skills:

- Stages of plot
- Irony
- Foreshadowing
- Mood and tone

Seventh and eighth graders wrote essays for Patriot's Pen writing contest.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 34 _____

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

In Integrated Algebra 1, Expressions, Equations, and Functions in addition to solving linear equations are being taught and practiced.

In Integrated Algebra 2, students have been studying and learning about quadratic functions and factoring. An exploration of rational exponents and radical functions is currently the topics being taught.

Graphing Calculator Explorations are of constant interest and a great way of explaining challenging concepts.

Mr. Rulon attended PowerSchool Unified Classroom Assessment Creation and Assignment at GHS on 9/5/18. This workshop was about using the PowerSchool unified classroom to administer benchmark exams and grades in the class.

He also attended Creating a Trauma-Sensitive School/Critical Thinking at GHS Auditorium on 9/4/18. This workshop was about critical thinking and creating an environment where students that experience trauma feel safe, and learning can take place.

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy_____

Math _____ 17 _____

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

The students in Integrated Algebra I are learning to solve equations and inequalities, in addition to solving proportions and literal equations.

Students use their laptops for resource materials and homework/classwork. Students also use their laptops to play Kahoot and Bingo for practice problems.

Mrs. Keating attended PowerSchool Unified Classroom Assessment Creation and Assignment at GHS on 9/5/18. She also attended Creating a Trauma Sensitive School/Critical Thinking at GHS on 9/4/18.

Mathematics: Amy Stewart
High School

Language Arts: Sheila Saphire
High School

III. **CURRICULUM**

A. Field Trips

Field trips for the month of September 2018:

DATE	SCHOOL	TO	TIME	BUSES
9/4/18	GHS	TimberCreek	4.5	1
9/5/18	GHS	Pennsville	5	1
9/6/18	GHS	Pennsville	2.5	1
9/6/18	GHS	Pennsville	4.5	1
9/13/18	GHS	Schalick	2.5	1
9/13/18	GHS	Schalick	3	1
9/14/18	GHS	Bishop Eustace	6.25	2
9/14/18	GHS	Bishop Eustace	7	2
9/14/18	GHS	Pitman	1.5	1
9/14/18	GHS	Bishop Eustace	5	1
9/17/18	GHS	Atkinson Park	1	1
9/17/18	GHS	Pitman	2.25	1
9/19/18	GHS	Atkinson Park	2.5	1
9/19/18	GHS	Gloucester City	4.5	1

9/21/18	GHS	Pitman	2	1
9/21/18	GHS	Atkinson Park	3.5	1
9/24/18	GHS	Schalick	2	1
9/24/18	GHS	Penns Grove	2.5	1
9/25/18	GHS	Clayton	2	1
9/26/18	GHS	Atkinson Park	3	1
9/28/18	GHS	Woodstown	3	1
9/29/18	GHS	West Chester	8	2
9/20/18	GIS	Monongahela	1	1
9/27/18	GIS	Hammonton	3	1
9/27/18	GIS	Hammonton	3	1
9/17/18	Bowe	Various	1	1
9/26/18	ACA	Black Rock Retreat	4.5	1
9/28/18	ACA	Black Rock Retreat	4.5	1
9/22/18	Glassboro Park N Rec	Fossil Park	9	5
9/15/18	Pitman	Gateway	1.5	1
9/15/18	Pitman	Piscataway	8.5	1
9/22/18	Pitman	Wash Twp HS	1.5	1
9/4/18	Boro of Gboro	Football shuttle	3.75	1

B. Curriculum Committees:

The following curriculum committees met during the month of September 2018:
none

IV. PERSONNEL

A. New Staff Members

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

Jennifer Grasso	Drama	High School
Brett Hillman	H&PE	High School
Alexa Kowalski	Music	Rodgers
Anthony Corma	Grade 4	Bowe
Elisa Contrevo	Music	High School
MollyAnne Stevenson	Guidance	Bowe
Rebecca Metelow	SE Math	High School
Alaeida DeColli	SE	High School
Samantha Shoemaker	SE Math	High School

Rachel Emerson
Rachel Morrison

H&PE
PT BSI

High School
Rodgers

Vacancies

Classroom Aide at Bullock
1:1 Aide at GHS
Spanish Teacher at GIS

B. Substitute Teachers

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