

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

December 12, 2018

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

As of November 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 the program:
Mrs. Johnson has 49 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	15	11 (when available)	3	1	11	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	75	40	33	2	62	3	10

There were no new students who entered the program in November.

No students exited or transferred out in November.

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. They are in 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 held their first BPAC meeting on October 4, 2018. They had a decent turnout with a dozen or more parents in attendance. The next BPAC meeting is scheduled for January 10, 2019.

For the month of November, Mrs. Johnson attended the Atlantic-Cape May NJTESOL/NJBE Consortium professional develop meeting on 11/12/18 held in Egg Harbor Township. The main topic of discussion was creating progress reports to reflect the NJCCCS.

Mrs. Sochor will be allowing some release time at the Rodgers School so that the mainstream teachers can meet with Mrs. Johnson for PLC's.

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- 30

Morrison-21

One student entered the program on November 26, 2018 because he is not making adequate progress based upon his letters and sounds assessment and his phonological awareness assessment.

No students exited the program in November.

The Phonological Awareness Profile (PAP) was given to the BSI students as a pre-test to track their phonological progress and for the BSI teachers' SGOs.

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 L, H, K, P, J, K, & W 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 we, an, do, white & five were introduced.

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

Number of children currently in the program:

BSI Teacher: Tartaglione	
Grade/Level	Number of Students
Grade 1	
Level A	10
Level B	3
Level C	5
Level D	4
Total Grade 1 Students	22
Grade 2	
Level B	4
Level C	2
Level E	1
Level F	3
Total Grade 2 Students	10
Total Students Serviced	32

BSI Teacher: McConnell	
Grade/Level	Number of Students
Grade 1	
Level B	6
Level C	10
Level D	6
Total Grade 1 Students	22
Grade 2	
Level C	3

Level D	2
Level H	1
Level I	2
Total Grade 2 Students	8
Grade 3	
Level A	1
Total Grade 3 Students	1
Total Students Serviced	31

BSI Teacher: Werner	
Grade/Level	Number of Students
Grade 1	
Level A*	4
Level B*	1
Level D	1
Total Grade 1 Students	1
Grade 2	
Level D	1
Level E	2
Level F	3
Level G	2
Level H	3
Level I	4
Total Grade 2 Students	15
Grade 3	
Level F	1
Level G	1
Level K	5
Level L	4
Total Grade 3 Students	11
Total Students Serviced	27

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

BSI Teacher: Peale	
Grade/Level	Number of Students

Grade 1	
Level A*	1
Total Grade 1 Students	0
Grade 2	
Level E	3
Level I	3
Level J	2
Total Grade 2 Students	8
Grade 3	
Level E	1
Level G	3
Level J	1
Level K	4
Level L	1
Level M	9
Total Grade 3 Students	19
Total Students Serviced	27

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

1 st – 3 rd BSI Student Totals			
Grade	September	October	November
1	48	49	45
2	40	40	41
3	32	32	31
Grades 1-3	120	121	117

1 st – 3 rd Total Students with a Double Dose of BSI (seen for a total of 60 minutes)			
Grade	September	October	November
1	4	5	6
2	0	0	1
3	0	0	1
Grades 1-3	4	5	8

New entrants tested into the program:

1 st – 3 rd BSI New Entrants		
Grade	October	November
1	1 – New Student	4 – Tested In
2	0	2 – New Students
3	0	1 – New Student
Grades 1-3	1	7

*New Student – all new students into district complete a Fountas & Pinnell Benchmark Assessment and DIBELS Testing to qualify for Basic Skills.

*Tested In – students fall below grade level in two or more of the following tests to qualify: Fountas & Pinnell Benchmark, DIBELS, and Phonological Awareness Profile.

Students who exited the program.

1 st – 3 rd BSI Exits		
Grade	October	November
1	0	6
2	0	0
3	0	0
Grades 1-3	0	6

All new students to Glassboro Public Schools in the 2018-2019 school year will be administered the following assessments to determine eligibility into the Basic Skills Program:

- Fountas & Pinnell Reading Benchmark Assessment
- The Phonological Awareness Profile (designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence) It is given based upon the results of the Fountas & Pinnell Reading Benchmark Assessment.
- The Dynamic Indicators of Basic Early Literacy Skills (set of procedure and measures for assessing acquisition of early literacy skills from Kindergarten through sixth grade that can identify areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency).

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 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 beginning of 1st grade, students should be reading at a Level E/F. They are currently able to service all students identified in the 1st grade as Levels A – C (except for students reading at Level B and C in an inclusion setting).

At the beginning of 2nd grade, students should be reading at Level K. They are currently able to service all students identified in the 2nd grade as Levels A – I (except for students reading at Level I in an inclusion setting).

At the beginning of 3rd grade, students should be reading at Level N. They are currently able to service all students identified in the 3rd grade as Levels A – M (except for students reading at Level L and M in an inclusion setting).

On Wednesday, November 28th they held their second BSI parent informational session of the 2018-2019 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. The invite was for parents of students in K-3 and a total of 21 Bullock families were represented at the BSI parent informational session.

A presentation titled, *Parent “To Do’s”*: *Help Your Kids Do Great in School This Year!* was given by Cheryl Tartaglione (Basic Skills Teacher). 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.

Transportation, donated food from Chickie’s and Pete’s, and childcare was provided for the families in attendance. GEA Pride Grant Money covered the cost of additional food and supplies. Four National Honor Society Students from Glassboro High School assisted in the childcare of the families that attended. Below is a list of faculty members and volunteers who attended this voluntary event:

Administrators

Melanie Sweeney
Richard Taibi
Danielle Sochor

Teaching Staff

Simone Marques (Bullock)
Cheryl Tartaglione (Bullock)

The next parent informational session will take place at the Bullock School on Wednesday, December 19th at 6:00 pm and is titled, *What is all this SEL stuff anyway?* by Rich Taibi, Principal of the Dorothy L. Bullock Elementary School. Transportation, dinner, and childcare will continue to be provided for each parent informational session.

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:

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

Jan. 30: How much is too much? Minecraft, Fortnite and More!

Feb. 27: Spelling and Foundations-What Parents Need to Know!

Mar. 27: Writing Tips to Support the Budding Writer

Apr. 16: Building Good Readers- What do the Experts say?

May 30: Preparing for Summer "SUNSATONAL EVENT"

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

Number of children currently in the program:

Literacy: 19 Math: 0

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

No students exited the program in November.

The BSI teachers spent the month continuing LLI instruction. On Fridays they are infusing technology through the use of Commonlit.com and google classroom.

Activities of special interest:

- The BSI teachers continued their work with Battle of the Books.
- Organized and assisted with Scholastic Book fair.
- Continued organizing the African American Read In and Art Exhibition, for 2018-2019.
- They also worked closely with Dr. Elder in continuing the PDS initiatives.
- Mrs. LoCastro and Mrs. Rencher, as part of the I & RS team continued with their meetings.

Mrs. presented at Rowan's PDS Open House on 10/15/18. They met with several promising teacher candidates.

Language Arts: Andrea Locastro

Thomas E. Bowe

Number of children currently in the program:

Literacy 20 Math N/A

No new entrants tested into the program in November.

No students exited the program in November.

The BSI teachers spent the month continuing LLI instruction. On Fridays, they are infusing technology through the use of CommonLit.com and Google Classroom.

Activities of special interest:

Continued work with Battle of the Books.
Organized and ran the Scholastic Book Fair.
Continued 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.
Attended I&RS Meetings.
Continued to work in library for book exchange.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:
Literacy _____ 71 _____ Math _____

No new entrants tested into the program in November.
No students exited the program in November.

ELA: In November, they finished up reading the novel *The Outsiders*. Students also viewed the movie and answered questions comparing/contrasting the two. Students wrote a theme analysis essay as their Unit 1 writing project in which they had to compare/contrast the themes of the text *The Outsiders* and the poem, "Nothing Gold Can Stay," by Robert Frost. They also took their Unit 1 test before Thanksgiving break. Students began working on their non-fiction Unit 2 through viewing and reading Presidential speeches, specifically JFK's inaugural address and Obama's speech to America's School Children, and discussed the main idea and answered PARCC-like open ended and multiple choice questions. They also focused on Grammar in working with clauses and conjunctions.

Writing: In November, students continued working on grammar skills for warm-up activities. They also completed their Personal narratives and submitted them for grading. They looked at sample essays and graded those based off the narrative rubric. Students also peer reviewed and edited one another's work in class. They began their Informational Unit as well. Students will be conducting a short research project and using this to write a 5 paragraph research paper. They have been discussing plagiarism and the MLA format. Students are getting ready to select topics and locate reliable/credible sources.

ELA: The students really enjoyed watching *The Outsiders* and discussing the similarities and differences between the book and movie. The students are also interested in the speech they watched and close read by Barrack Obama in which he addresses student responsibilities.

Writing: The students enjoyed their plagiarism unit because they watched some videos that illustrated plagiarism and played games that helped them to understand how to cite, paraphrase, quote, and summarize information correctly.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy 53 Math

No new entrants tested into the program in November.

No students exited the program in November.

Unit Test for Unit 3 was given in November.

7th Grade: During the month of November, focus was on elements of plot, conflict and theme. Emphasis was on the following language arts skills:

- Characterization
- Writing Theme Essays
- Irony

8th Grade: During the month of November, focus was on non-fiction text. Emphasis was on the following language arts skills:

- Text Evidence
- Point of View
- Mood and tone

Seventh and eighth graders are completing fiction text and getting ready to move onto non-fiction text.

Seventh grade is taking the Unit 1 Test and completing a theme essay.

Eighth grade is taking the Unit 3 Test and completing a narrative in the voice of a character from a text.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy Math 34

No new entrants tested into the program in November.

No students exited the program in November.

In Integrated Algebra 1, graphing linear equations and functions in addition to writing equations are being explored, with a focus on slope, slope-intercept form, standard form, and graphing calculator activities to aid in these explorations.

In Integrated Algebra 2, exponential and logarithmic functions were being analyzed and demonstrated on the graphing calculator in addition to a unit on sequences and series. Several graphing calculator shortcuts and tips were introduced to aid in further concept development and understanding.

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

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy _____ Math 17

No new entrants tested into the program in November.

No students exited the program in November.

The students in Integrated Algebra I are learning to solve and graph equations and inequalities.

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

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy _____ Math 23

No new entrants tested into the program in November.

One student exited the program in November.

Integrated ALGEBRA I: Throughout the month of November, program emphasis has been on graphing and writing linear equations and functions. Students continued to represent and solve equations graphically. Students learned a variety of graphing techniques, including making a table of values and plotting points, identifying and using x-and y-intercepts, and identifying and using just the slope and y-intercept. Students used their knowledge of graphing linear equations and functions to begin writing linear equations in two-variables. Students learned to write equations in slope-intercept form, point-slope form, and standard form. Students also examined special relationships between parallel lines and perpendicular lines and learned to write equations based on the relationships of their slopes.

Students have begun using IXL to strengthen their algebra skills. IXL is designed to challenge students at their level and give them immediate feedback to help them identify and understand what they need to improve.

During the month of November Ms. Stewart met with Dr. Sneathen to discuss past students' and current students' PARCC scores. They used the growth of past students and PARCC evidence statements to focus on areas to help the current students make greater progress on their PARCC assessment.

Language Arts: Sheila Sapphire

High School

III. CURRICULUM

A. Field Trips

Field trips for the month of November 2018:

DATE	SCHOOL	TO	TIME	BUSES
11/2/18	GHS	Buena	4.5	1
11/2/18	GHS	Buena	6	2
11/2/18	GHS	Buena	4	2
11/3/18	GHS	Vineland	6	2
11/6/18	GHS	Total Turf Pitman	2	1
11/8/18	GHS	Palmyra	7	1
11/11/18	GHS	Hershey, PA	13	2
11/13/18	GHS	Univ. of Penn	4.75	14
11/13/18	GHS	College Fair BBT	4.5	1
11/14/18	GHS	Paul VI	4	1
11/14/18	GHS	Paul VI	4	1
11/15/18	GHS	Italian Mkt. Phila	3.5	1
11/17/18	GHS	Kean University	8	1
11/17/18	GHS	Kean University	6.5	1
11/19/18	GHS	Samaritan House	3.5	1
11/20/18	GHS	Grounds for Sculpture	5.75	1
11/27/18	GHS	Pitman Parade	4.25	2
11/6/18	Bowe	Glassboro Historic Train	2	1
11/28/18	Bullock	Library, Parkcrest, Hollybush	3	1
11/29/18	Bullock	Glassboro Library	1	2
11/30/18	Bullock	Glassboro Library	1.5	2
11/2/18	Pitman	Wildwood	6	1
11/30/18	Golden Gate	Clayton, Vineland, Wenonah	4.25	1

Field trips will now be listed on a separate memo monthly.

B. Curriculum Committees:

The following curriculum committees met during the month of November 2018:
Technology

District Technology Committee Meeting
November 14, 2018

Members present: Sue Kornicki, Shannon Batten, Matthew Schwarz, Rob Hemmes

Norms:

Meeting structure: We will meet “all call” 3 times per year; 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.

We will be writing [SMART goals](#) for each building, as well as one for the district. Goals will be instructional in nature.

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 – Update and post artifacts as hyperlinks

Impero making progress; setting up groups; synchronizing with Clever, should be fixed some time this week; teachers won’t have to set up their groups

Unified Classroom student accounts still not 100% access; Teacher passwords not secured; Sue sent out an email for teachers to change their Unified Classroom password.

Projectors are coming to Rogers, 3 devices per classroom will be deployed soon; GoNoodle works

Kids have programs on their computers, Skype, Ad Blocker extension; kids can create Google Classrooms - George will look into disabling that.

Blocking sites is a helpdesk@gpsd.us email. Copy Chuck Baur.

Google Classroom training is an ongoing concern and will be handled in each building by Sue and building-level trainers.

GIS students have to hardwire often, some kids more than others; Chuck has a work order ticket in with Barracuda about Access Denied. Sue sent a list of GHS help desk issues so far.

George and Jess will check to see if laptops sleep or turn off when the lid shuts.

Bullock sees PLO and normal access denied errors

Over 800 work order tickets since July; all but 40 clock units are up and running, IT is still going into buildings to troubleshoot them

This committee would request additional personnel be added to the IT department since we have added so many more units and are using the technology on a more regular basis. The goal is to have a technician in every building every day.

IT evaluates help desk tickets by how many are affected by its usage.

Call 6611 if you have a major problem that affects many students.

This committee will be evaluating websites/programs to decide if they are FERPA/COPPA compliant; George will contact the attorney to see if we can be trained on what to look for in this effort.

New Business:

PowerSchool Unified Classroom - Doesn't send out email blast to all parents, difficulty with students getting into accounts; Sue will set up a visitation at Washington Township thru Kathi; Rob is piloting LinkIt with 2 classes.

Website evaluation - See Amy Berth's_list from Berlin; Sue and George will follow up this week. Sue will talk to the county consortium about creating a master list. Sue and George will follow up by creating a form for teachers requesting to use new online programs.

Student Teacher Access to devices/Google - See John Cino's email here.; we need a policy for long term subs and student teachers regarding laptops and login credentials. Sue will talk to PIRs and get their perspective. This will have to go through the IT department. ***We will propose treating full-year teacher candidates as long term subs, providing them laptops and access to a staff account.

Mission Statement – Please share and evaluate. Proposed changes should be added as comments to this document.

District Educational Technology Committee Mission Statement (DRAFT)

The mission of Glassboro Public School District Educational Technology Committee is to provide our students with learning opportunities that are enhanced by technology integration and reflect authentic college and career experiences. Blended learning will be optimized through Professional Development of our teachers, deliberate selection of goals and digital tools, and evaluation of research-based programs that will benefit our learners.

Meetings:

- November 14th - GHS, GIS
- December - no meeting
- January 15th - BOWE, BULLOCK, RODGERS
- February - no meeting
- March 20th - ALL BUILDINGS
- April 17th - no meeting
- May 15 - ALL BUILDINGS - last meeting

IV. **PERSONNEL**

A. **New Staff Members**

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

Cathy McDonald	School Secretary	From GIS to Rodgers
Stephanie Clowney	1:1 Aide	Bullock
Zaniya Mouzone	1:1 Aide	Bullock
Danielle Daniels	ABA Aide	Rodgers
Lori Karnuk	1:1 Aide	Bowe
Rachel Morrison	Kindergarten Teacher	Rodgers
Christina Gennaoui	ESL Teacher	Bowe

Jaclene Jackson

1:1 Aide

GHS

Vacancies

Anticipated Part time Drama Teacher

Cafeteria Aide at Bullock

Cafeteria Aide at Rodgers

PT Kindergarten Teacher

B. Substitute Teachers

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