

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

January 23, 2019

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

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 | 14 | 11 (when available) | 2 | 1 | 11 | 0 | 3 |
| 1 | 13 | 11 | 2 | 0 | 12 | 1 | 0 |
| 2 | 15 | 10 | 4 | 1 | 12 | 0 | 3 |
| 3 | 7 | 7 (when available) | 0 | 0 | 7 | 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 | 73 | 39 | 32 | 2 | 61 | 2 | 10 |

There was one new student who entered the program this month.

There were two students who transferred out this month.

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 thru 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.

For the month of December, all registered ELLs were taught with ESL instruction. Translation services were provided as needed for Parent/Teacher Conferences, positive phone calls needed to be made for homeroom teachers, in addition to Mrs. Johnson's normal positive phone calls, and other inquiries. The ESL/BE Department will hold a BPAC event January 10. More information will be forthcoming.

No conferences or workshops were attended this month.

Mrs. Sochor allowed a day of release time for Mrs. Johnson to meet and orient Ms. Gennaoui, the newest ESL Teacher.

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 new entrant tested into the program at the end of November.

No students exited the program in November.

The Phonological Awareness Profile (PAP) test 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 | December |
| 1 | 48 | 49 | 45 | 45 |
| 2 | 40 | 40 | 41 | 41 |
| 3 | 32 | 32 | 31 | 30 |
| Grades 1-3 | 120 | 121 | 117 | 116 |

| 1 st – 3 rd Total Students with a Double Dose of BSI (seen for a total of 60 minutes) | | | | |
|--|-----------|---------|----------|----------|
| Grade | September | October | November | December |
| 1 | 4 | 5 | 6 | 5 |
| 2 | 0 | 0 | 1 | 1 |
| 3 | 0 | 0 | 1 | 1 |
| Grades 1-3 | 4 | 5 | 8 | 7 |

New entrants tested into the program:

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

*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 | December |
| 1 | 0 | 6 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| Grades 1-3 | 0 | 6 | 0 |

| 1 st – 3 rd BSI Transfers | | | |
|---|---------|----------|----------|
| Grade | October | November | December |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 2 | 0 |
| 3 | 0 | 2 | 1 |
| Grades 1-3 | 0 | 4 | 1 |

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. We 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. We 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. We 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, December 19th, three members of the Basic Skills Staff and two teachers at the Bullock School (Lynn McConnell, Nicole Werner, Cheryl Tartaglione, Amy Masso and Donna Romolino) chaperoned 31 first through third grade students at the Intermediate School for Santa's Workshop. Jennifer Budman, a math teacher at the Intermediate School, along with the students of the National Junior Honor Society created a North Pole experience for our students that included visiting Santa, selecting gifts for family members, writing a letter to Santa, and participating in a holiday craft.

On Wednesday, December 19th they held their third 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 24 Bullock families were represented at the BSI parent informational session.

A presentation titled, *What is all of this SEL stuff anyway?* was given by Rich Taibi (Principal of L. Bullock Elementary School). 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 Landmark, and childcare was provided for the families in attendance. GEA Pride Grant money covered the cost of additional food and supplies. Five 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

Teaching Staff

Simone Marques (Bullock)
Cheryl Tartaglione (Bullock)

The next parent informational session will take place at the Bullock School on Wednesday, January 30 at 6:00 pm and is titled, *How much is too much? Minecraft, Fortnight and More!* by Cheryl Tartaglione, Teacher at 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 Elementary School in the 2018-2019 school year and include the following dates and topics:

| | |
|------------------------|---|
| 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 "SUNSATONAL EVENT" (Family Event for Grades 1-3) |

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:
 Literacy: 19 Math: 0

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

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.
- Continued work with Bowe Book Smiles program
- Continued organizing the African American Read In and Art Exhibition, for 2018-2019.
- We also worked closely with Dr. Elder in continuing our PDS initiatives.
- Mrs. LoCastro and Mrs. Rencher, as part of the I & RS team continued with our meetings.
- Continued working with PBIS, SCIP, SLT and the Bowe MERT team at Bowe.

Ms. Rencher facilitated a round table discussion on SEL strategies during two of the sessions for the two hour delayed opening on December 7, 2018. She attended one session during teacher led in-service on December 7, 2018.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:
 Literacy 19 Math N/A

No new entrants tested into the program in December.
One student exited the program in December.

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.

Continued work with Bowe BookSmiles Program.

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.

Organized Delayed Opening Inservice – facilitated scheduling of sessions.

Attended I&RS Meetings.

Continued to work in library for book exchange.

Continued working with PBIS, ScIP, and SLT committees.

December 7 Ms. Locastro attended multi-session teacher-led in-service highlighting SEL Strategies.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 71 Math

No new entrants tested into the program in December.

No students exited the program in December.

ELA: In December they continued their Non-fiction unit. They started and are still reading *This Land is Our Land: A History of American Immigration*. They discussed and completed assignments (journal entries, questions, open-ended responses) about immigration. They also read short narratives about immigrants in America.

Writing: In December, students continued to work on their Informational Research papers. Students assessed the reliability of websites using checklists, gathered information on their topics, and completed outlines on their topic. Students also began drafting their essays and worked on citing and creating works cited pages using the MLA format.

ELA: The students really enjoyed listening to narratives (both fiction and non) of people who immigrated to America. They also enjoyed the lessons on mood and tone in which they discussed the mood and tone of different poems (that applied to immigration) and movie clips.

Writing: The students are using the MLA format to complete a short research essay.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy_____53_____ Math _____

No new entrants tested into the program in December.

No students exited the program in December.

Benchmark (Unified Classroom Departmental Benchmark for ELA) is being used.

7th Grade: During the month of December, focus was non-fiction text, text evidence, and summarizing. Emphasis was on the following language arts skills:

- Point of View
- Mood and Tone
- Context Clues

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

- Characterization
- Text Evidence
- Conflict/Resolution
- Fact/Opinion

Activities of special interest:

- 7th and 8th graders are finishing novels.
- 7th grade is writing an argumentative essay about point of view.
- 8th grade is writing an argumentative essay comparing character perspective of historical events.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy_____ Math _34_____

No new entrants tested into the program in December.

No students exited the program in December.

In Integrated Algebra 1, solving and graphing linear inequalities using addition, subtraction, multiplication, and division were studied and taught. In addition, absolute value equations and inequalities were solved and analyzed. Several graphing calculator activities were used to aid in these studies.

In Integrated Algebra 2, polynomials and polynomial functions were analyzed, evaluated, graphed, and solved. In addition, long division of polynomials and synthetic division of polynomials was taught with an emphasis on finding the remainders if there are any. Several graphing calculator techniques were explored to help find real and rational zeros of polynomials.

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

Exploring and Understanding Impero was taught by George Weeks as part of the in-service held on 12/7/18 at GHS.

Interactive Notebooks in the classroom was explained by Michelle Memis and Dr. Hickman as part 2 of the in-service held on 12/7/18 at GHS.

Writing across the curriculum was demonstrated and explained by Mrs. Decolli, Chris Wood, and Dr. Preston as the culminating activity held on 12/7/18 at GHS in the library.

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy _____ Math 17

No new entrants tested into the program in December.

No students exited the program in December.

The students in Integrated Algebra I are learning to solve systems of linear equations, using graphing, substitution and elimination.

Students use their laptops for resource materials, such as IXL.com and My.HRW.com in addition to 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 December.

One student exited the program by transferring out to be homeschooled as of December 6, 2018.

Integrated ALGEBRA I: Throughout the month of December, program emphasis has been on graphing and writing linear inequalities in one and two variables. Students extended their knowledge of basic inequalities to assist them in understanding more complex problems, such as compound and absolute value inequalities.

Students have continued using IXL to strengthen their algebra skills. Students have begun to analyze the solutions of problems.

Students also used Desmos activities to help classify solutions of inequalities. They were able to make connections between the original inequality, the algebraic solution, the graphical solution, and the verbal solution.

Language Arts: Sheila Saphire
High School

Number of children currently in the program:

Literacy 19 Math

No new entrants tested into the program in December.

No students exited the program in December.

Eng. I, Block 1: During the month of December, students identified the elements of a portfolio. In addition, the class worked on creating their own portfolios with a focus on informational text.

Eng. III, Block 2: During the month of December, students have been reading and analyzing Greek mythology using close reading. Identifying the use of figurative language and the effects of point of view were emphasized.

Eng. I, Block 1: Students enjoy reading their self-selected books and sharing their reactions and assessments with others.

Eng. III, Block 2: Students are working on gods/goddesses stockings.

Ms. Saphire is pleased to be back at GHS working with BSI freshmen and juniors.

III. CURRICULUM

A. Field Trips

Field trips for the month of December 2018:

| DATE | SCHOOL | TO | TIME | BUSES |
|----------|--------|------------------------|------|-------|
| 12/1/18 | GHS | West Cape May | 10 | 2 |
| 12/6/18 | GHS | Cinnaminson | 3.5 | 1 |
| 12/6/18 | GHS | GCIT | 2.75 | 1 |
| 12/14/18 | GHS | GCIT | 3.5 | 1 |
| 12/14/18 | GHS | Pennsville HS | 4 | 1 |
| 12/18/18 | GHS | GCIT | 4 | 1 |
| 12/18/18 | GHS | Toms River Bennett Ctr | 9 | 1 |

| | | | | |
|----------|-----|-----------|-----|---|
| 12/18/18 | GHS | Woodstown | 3.5 | 1 |
| 12/20/18 | GHS | GCIT | 2 | 1 |
| 12/27/18 | GHS | Clayton | 3.5 | 1 |
| 12/27/18 | GHS | Pitman | 4.5 | 1 |
| 12/28/18 | GHS | Pitman | 4 | 1 |
| 12/29/18 | GHS | Clayton | 4 | 1 |

B. Curriculum Committees:

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

IV. PERSONNEL

A. New Staff Members

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

| | | |
|-------------------|-------------------------|--------------|
| Nicole Lee | Associate Aide | Intermediate |
| Sheila Saphire | PT Basic Skills Teacher | High School |
| Warner Galloway | Bus Driver | District |
| Danielle Daniels | Associate Aide | Rodgers |
| Stephanie Clowney | Associate Aide | Bullock |
| Jaclene Jackson | Associate Aide | High School |

Vacancies

| | |
|---|------------|
| Security Guard (PT) | GHS |
| Teacher of Supplemental Instruction: Math | Bullock |
| 1:1 Aide | Bowe |
| World Language Teacher | GIS |
| Supervisor of Buildings and Grounds | OPERATIONS |

B. Substitute Teachers

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