

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

February 20, 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

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	10 (when available)	2	1	10	0	3
1	12	10	2	0	11	1	0
2	14	9	4	1	11	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	1	0	1	0	1	0	0
8	4	0	4	0	3	0	1
9	1	0	1	0	1	0	0
10	2	0	2	0	1	0	1
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	70	36	32	2	57	2	11

One new student entered the program this month.

Four students 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 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.

For the month of January, all registered ELLs who were in attendance were taught with ESL instruction. Translation services were provided as needed, 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 this winter. The date and more information will be forthcoming.

A group of teachers and Mrs. Johnson attended the New Jersey Consortia For Excellence Through Equity—South in Mullica Hill on January 16, 2019. Sara Truebridge was the speaker and the very enlightening workshop was entitled, “Resilience Begins with Beliefs: Building on Student Strengths for Success in School.”

Mrs. Sochor has assigned Christina Gennaoui to Mrs. Johnson to mentor for this school year as she works towards her standard certification. They are very thankful to have a new ESL Teacher in the district!

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 entered into the program in January. He entered the program on January 22, 2019 because he is not making adequate progress based upon his letters and sounds assessment and his phonological awareness assessment.

One student exited the program in January. He transferred to another school district. His last day at Rodgers was January 31, 2019.

During the month of January 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 digraphs sh, th, wh, ck, & ch 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 away, blue, find, here, one, three, where, did, ate, four, and good were introduced. In addition, most basic skills students have begun reading books in guided reading Level B, with two groups reading in Level C. There is still one intervention group reading in level A and working on mastery of letters and sounds.

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	January
1	48	49	45	45	45
2	40	40	41	41	41
3	32	32	31	30	30
Grades 1-3	120	121	117	116	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	January
1	4	5	6	5	5
2	0	0	1	1	1
3	0	0	1	1	1
Grades 1-3	4	5	8	7	7

New entrants tested into the program:

1 st – 3 rd BSI New Entrants				
Grade	October	November	December	January
1	1 – New Student	4 – Tested In	0	0
2	0	2 – New Students	0	0
3	0	1 – New Student	0	0
Grades 1-3	1	7	0	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	January
1	0	6	0	0
2	0	0	0	0
3	0	0	0	0
Grades 1-3	0	6	0	0

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

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 all 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).

All students were benchmarked throughout the end of January and beginning of February. Once the data is collected from the teachers, new groups will be formed, students will also enter or exit the program at that time.

On Wednesday, January 30th they held the fourth 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 10 Bullock families were represented at the BSI parent informational session.

A presentation titled, *How much is too much? Minecraft, Fortnite and More!* was given by Dr. Eric Dorn, MD from Advocare Laurel Pediatrics. Dr. Eric Dorn, MD, was certified by the American Board of Pediatrics in 2008 and is a fellow of the American Academy of Pediatrics.

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, discounted food from Masso's Catering, and childcare was provided for the families in attendance. GEA Pride Grant money covered the cost of additional food and supplies. Below is a list of faculty members and volunteers who attended this voluntary event:

Teaching Staff

Simone Marques (Bullock)
Cheryl Tartaglione (Bullock)
Ralph Scott (Bullock)
Brittany Busillo (Bullock)

The next parent informational session will take place at the Bullock School on Wednesday, February 27th at 6:00 pm and is titled *Spelling and Foundations – What Parents Need to Know!* 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, February 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 January.
No students exited the program in January.

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

Activities of special interest:

- Began meeting with Reflex Math groups, Tuesday and Thursday mornings.

- 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.
- 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.
- Continued working with PBIS, ScIP, SLT and the Bowe MERT team at Bowe.
- Began planning for Let Girls Be Girls (LGBG)

Mrs. LoCastro and Mrs. Rencher continue to be utilized to cover classrooms, due to substitute shortages.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:

Literacy 18 Math N/A

No new entrants tested into the program in January.

Two students exited the program in January.

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

Activities of special interest:

- Began meeting with Reflex Math groups Tuesday & Thursday mornings
- Began planning for Let Girls Be Girls
- 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 the PDS initiatives
- Organized Delayed Opening Inservice – facilitated scheduling of sessions
- Attended I&RS Meetings
- Assisted new librarian
- Continued working with PBIS, ScIP, and SLT committees

Mrs. LoCastro & Mrs. Rencher continue to be utilized to cover classrooms due to substitute shortages.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 71 Math _____

No new entrants tested into the program in January.

No students exited the program in January.

ELA: In January, they completed their non-fiction unit. Students worked on reading for importance, point of view, supporting their opinions with evidence from text, context clues, annotating texts. The students read poems and non-fiction texts and wrote argumentative essays discussing point of view.

Writing: In January, students completed their research papers and began the argumentative writing unit. They discussed argumentative introductions, claims/thesis statements, played argumentative games like this or that, and began research in order to support their arguments.

Ms. Meehan attended Chrome Workshop on Sat, Feb 9 in Mullica Hill.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy 54 Math _____

No new entrants tested into the program in January.

No students exited the program in January.

In 7th Grade, program emphasis was on non-fiction text and argumentative writing. Skills covered were retrieving text evidence, mood, tone and style, author's purpose, and point of view. In 8th grade, the emphasis was on both fiction and non-fiction historical text and argumentative writing. Skills covered were retrieving textual evidence, point of view, theme, characterization, symbolism, and finding main ideas.

7th and 8th grade Benchmark testing was done this month. Students also had Unit tests at the culmination of their unit of study. In 7th grade students read the text *This Land is Our Land* and explored argumentative writing tasks such as treatment of immigrants in the early 1900's and comparing first and third person points of view. In the 8th grade, students read *To Kill a Mockingbird* and studied the Holocaust, particularly the *Diary of Anne Frank*. The argumentative essay was comparing the 1930's in the American South for African Americans to the treatment of Jewish people in the 1930's in Europe.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 34

No new entrants tested into the program in January.
No student exited the program in January.

In Integrated Algebra 1, solving and graphing systems of equations using a variety of techniques were studied. In addition, as a culminating activity students presented a systems of equations project comparing two real companies and one they made up. Systems were solved and students advertised why their company was the better model. As always, several graphing calculator activities were used to aid in solving systems of equations.

In Integrated Algebra 2, a unit on rational functions was studied. This included multiplying, dividing, adding, and subtracting rational functions in addition to modeling inverse and joint variation. As always, the graphing calculator was utilized as an important tool to investigate domain, range, and zeros of these rational functions.

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

One new entrant tested into the program in January.
One student exited the program in February.

INRS recommended based on low benchmark scores and low test grades. There was no improvement with tutoring.

The students in Integrated Algebra I are learning to simplify expressions using exponents, graph exponential growth and decay.

Students use their laptops for resource materials and homework/classwork. Students also use their laptops for my.hrw.com and ixl.com

Ms. Keating attended PowerSchool Unified Classroom Assessment Creation and Assignment-GHS on 9/5/18 and Creating a Trauma Sensitive School/Critical Thinking – GHS on 9/4/18.

Mathematics: Amy Stewart
High School

Number of children currently in the program:
Literacy _____ Math 21

No new entrants tested into the program in January.

Two students exited the program in January.

Integrated ALGEBRA I: Throughout the month of January, program emphasis has been on writing and solving linear systems. Students extended their knowledge of graphing linear equations to solving systems of equations by graphing. They also learned to solve systems by using methods of substitution and elimination. Lastly, students used their knowledge of graphing linear inequalities in two variables to graphing and solving systems of linear inequalities.

Students used the nutritional facts of regular Oreos and double stuffed Oreos and their understanding of systems of equations to determine the number calories per cookie wafer and number of calories per crème filling for 1 Oreo. Students wrote and solved a system to determine these values. They were able to extend their knowledge by making predictions of how many calories a triple stuffed Oreo contains. Students enjoyed an Oreo treat after completing the activity.

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

Students also used Desmos activities to help investigate systems of linear equations and systems of linear inequalities.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 34 Math _____

No new entrants tested into the program in January.

No students exited the program in January.

Eng. III, Block 1: Students have been reading *Of Mice and Men* and discussing the various elements of the book, pertaining to inferences, themes, characterizations, setting, imagery, and historical depiction of the times.

Eng. I, Block 2: Students have been continuing to read Greek mythology and have been identifying the concepts of Greek society and the journey of the hero. The focus this month has been on acknowledging the influence of these elements on current-day stories and movies.

Eng. III, Block 1: Students completed their final exams and SGOs for this class.

Eng. I, Block 2: Students are designing and working on writing the text for their power point presentations.

All of the students have been progressing well, meeting and surpassing expectations.

III. **CURRICULUM**

A. Field Trips

Field trips for the month of January 2019:

DATE	SCHOOL	TO	TIME	BUSES
1/3/19	GHS	Schalick HS	3	1
1/4/19	GHS	Collingswood HS	3.5	1
1/5/19	GHS	NYC Armory	16	1
1/8/19	GHS	GCIT	3.5	1
1/8/19	GHS	Penns Grove HS	5	1
1/10/19	GHS	Gloucester City HS	4	1
1/12/19	GHS	Our Lady of Mercy Academy	4.25	1
1/12/19	GHS	Bennet Ctr Toms River	11	1
1/12/19	GHS	St. Augustine Prep	5	1
1/14/19	GHS	Williamstown HS	5.5	1
1/16/19	GHS	Pitman HS	4	1
1/17/19	GHS	Bennet Ctr Toms River	12.5	1
1/18/19	GHS	Clayton HS	3.5	1
1/19/19	GHS	Bennet Ctr Toms River	12	1
1/22/19	GHS	Pennsville HS	4	1
1/24/19	GHS	Woodstown	4	1
1/29/19	GHS	GCIT	4	1
1/29/19	GHS	Schalick HS	3	1
1/30/19	GHS	GCIT	3	1
1/31/19	GHS	GCIT	2	1
1/7/19	GIS	Hammonton Middle	2.5	1
1/14/19	GIS	Pitman MS	1.75	1
1/22/19	GIS	Clearview Middle	2	1
1/30/19	GIS	Woodbury HS	2	1

B. Curriculum Committees:

The following curriculum committees met during the month of January 2019: N/A

IV. PERSONNEL

A. New Staff Members

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

Margaret Wilson	Cafeteria Aide	Rodgers
Ralph "Alex" Scott	Grade 3 Teacher	Bullock
Gina Abbott	Bus. Oper. Spec.	Beach
Janet Camp	Library Aide	Bowe
Christina Gennaoui	ESL Teacher	Bowe/GIS
Lindsey Ale	Kindergarten	Rodgers
Megan Tyler	ABA/Pre-K Aide	Rodgers
Benjamin Brooks	Bus Driver	Transportation
Amelia Salvatore	Sub. Bus Driver	Transportation
Nicole Pacera	Guid. Counselor	Rodgers
Kelsey Brown	PT Drama Teacher	GHS

Vacancies

Cafeteria Aide at Rodgers School

B. Substitute Teachers

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