

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

May 22, 2019

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Denise Barr, Head Teacher

As of April 30 2019 there are 20 students enrolled in the Alternative Evening High School. Seven students have an IEP. Two students are attending from Intermediate School. One student is attending part-time in order to meet his graduation requirements. With the increase in enrollment the request for four additional hours a week has been helpful.

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 services 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	12	10	2	0	11	1	0
2	15	9	5	1	11	0	4
3	8	8 (when available)	0	0	8	0	0
4	6	0	6	0	5	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	72	38	32	2	58	2	12

One new student entered the program this month.
No 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. The district is 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 April, all registered ELLs who were in attendance were taught with ESL instruction. Translation services were provided as needed this month for positive phone calls needed to be made for homeroom teachers, in addition to the normal positive phone calls, and other inquiries.

No conferences or workshops were attended this month as WIDA for ELL's Testing was occurring. In addition, it concurred with the district's spring break.

The ESL department is in the progress of planning the End-of Year Parent meeting which will take place Friday, May 24.

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- 29

Morrison-21

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

During the month of April the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial, final & medial sounds. Students reviewed the terms consonant, vowel, and digraph. The welded sounds -ank, -ink, -onk, -unk, -ang, -ing, -ung & -ong 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 *there, was, your, her, of, they,*

then, went, must, this, with & new were introduced. In addition, most basic skills students are reading books in guided reading Level B and C, with two groups reading in Level D. There is still one intervention group reading in level B and working on mastery of sight words.

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 B	1
Level C	10
Level D	7 (1 student*)
Level E	4
Level F	2
Level G	2
Total Grade 1 Students	25
Grade 2	
Level B	1
Level C	1
Level D	3
Level G	4
Total Grade 2 Students	9
Total Students Serviced	34

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

BSI Teacher: McConnell	
Grade/Level	Number of Students
Grade 1	
Level A	3 (2 students*)
Level B	1
Level C	1
Level D	3
Level E	14
Level F	3

Total Grade 1 Students	23
Grade 2	
Level D	1*
Level E	2
Level F	1
Level I	1
Level J	2
Total Grade 2 Students	6
Grade 3	
Level C	1*
Total Grade 3 Students	1
Total Students Serviced	30

BSI Teacher: Werner	
Grade/Level	Number of Students
Grade 1	
Level C	2
Level D	2
Total Grade 1 Students	4
Grade 2	
Level D	6
Level H	3
Level I	1
Level J	6
Level K	1
Total Grade 2 Students	17
Grade 3	
Level E	1*
Level F	1*
Level G	1
Level L	6
Level M	5
Total Grade 3 Students	14
Total Students Serviced	35

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	2*
Total Grade 1 Students	2
Grade 2	
Level H	3
Level I	3
Level J	5
Total Grade 2 Students	11
Grade 3	
Level E	1
Level F	1
Level L	7 (1 student*)
Level M	4
Level N	4
Total Grade 3 Students	17
Total Students Serviced	
30	

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	February	March	April
1	48	49	45	45	45	59	54	54
2	40	40	41	41	42	41	43	43
3	32	32	31	30	30	29	32	32
Grades 1-3	120	121	117	116	116	129	129	129

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	February	March	April
1	4	5	6	5	5	2	2	2
2	0	0	1	1	1	1	1	1
3	0	0	1	1	1	2	2	2
Grades 1-3	4	5	8	7	7	5	5	5

New entrants tested into the program:

1 st – 3 rd BSI New Entrants							
Grade	October	November	December	January	February	March	April
1	1 New Student	4 Tested In	0	0	17 Total 3 New Students 14 Tested In	0	0
2	0	2 New Students	0	0	4 Total 1 New Student 3 Tested In	0	0
3	0	1 New Student	0	0	6 Total 4 New Students 2 Tested In	0	0
Grades 1-3	1	7	0	0	27	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	February	March	April
1	0	6	0	0	4	0	0
2	0	0	0	0	3	0	0
3	0	0	0	0	5	0	0
Grades 1-3	0	6	0	0	12	0	0

1 st – 3 rd BSI Transfers							
Grade	October	November	December	January	February	March	April
1	0	0	0	1	0	1	0
2	0	2	0	1	0	1	0
3	0	2	1	0	0	0	0
Grades 1-3	0	4	1	2	0	2	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 middle of 1st grade, students should be reading at a Level G/H. They are currently able to service all students identified in the 1st grade as Levels A – F (except for 7 Level F's in the grade level in an inclusion setting or new students to the district).

At the middle of 2nd grade, students should be reading at Level L. They are currently able to service all students identified in the 2nd grade as Levels A – J.

At the middle of 3rd grade, students should be reading at Level O. They are currently able to service all students identified in the 3rd grade as Levels A – N.

The final benchmarking test window is the second and third week of May, which will determine end of the year instructional reading levels and provide an accurate count of BSI exits for the 2018-2019 school year.

Our end of the year Family Night: Preparing for Summer “SUNSATIONAL EVENT” for grades 1-3 will take place at the Bullock School on Thursday, May 30 at 6:00 pm. The event will be hosted by teachers at the Bullock School and will provide parents and students an opportunity to participate in hands on activities to do at home over the summer to help prevent the “summer slide.”

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

Number of children currently in the program:

Literacy: 24 Math: 0

No new entrants tested into the program in April.

No students exited the program in April.

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

Activities of special interest:

- The BSI teachers concluded Battle of the Books night program on April 10.
- 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.
- Attended PDS Networking meeting in Cherry Hill.
- Organized and held Meet and Greet for Fall Rowan Clinical Interns.
- Instituted monthly meetings, “Conversations with Cooperating Teachers”, to improve the quality of the PDS initiatives and the experience of the clinical interns.

Mrs. LoCastro and Mrs. Rencher continue to be utilized to cover classrooms, due to substitute shortages. Mrs. Rencher (7 days), Mrs. Locastro (9 days)

Language Arts: Andrea Locastro

Thomas E. Bowe School

Number of children currently in the program:

Literacy 21 Math N/A

No new entrants tested into the program in April.

No students exited the program in April.

Program emphasis:

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

Activities of special interest:

- Concluded Battle of the Books – night program April 10th
- Worked in conjunction with administration to elevate the Social/Emotional climate of the building.
- Worked closely with Dr. Elder in continuing the PDS initiatives

- Attended I&RS Meetings
- Assisted new librarian
- Continued working with PBIS, ScIP, and SLT committees
- Attended PDS Networking Meeting in Cherry Hill
- Organized and held Meet & Greet for Fall Rowan Clinical Interns
- Instituted monthly meetings, “Conversations with Cooperating Teachers”, to improve the quality of the PDS initiatives and the experiences of the clinical interns.

Mrs. LoCastro (9 days) & Mrs. Rencher (7 days) 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 45 Math

No new entrants tested into the program in April.

No students exited the program in April.

ELA: In April, they began Unit 4, Evolving within to Overcome Adversity unit. The students are currently reading the novel *Freak the Mighty*. They are working on inferences, character traits, foreshadowing, symbolism, context clues/vocab, author’s purpose, while annotating the text. The students also spent a couple class blocks learning about the Legend of King Arthur, since it is referenced several times in the text. They also have been discussing the main characters disabilities and how they are overcoming adversity in their own way throughout the text. Students hand in a read log and annotating sheet at the end of each week.

They also completed online and paper sample NJSLA tests.

Writing: In April, they began prep for NJSLA testing. Students wrote literary analysis and Narrative essays. Students looked at students samples and used the PARCC rubric to discuss and score student sample essays. They looked closely at and unpacked the rubric for the NJSLA essays. Students completed paper and computer based samples.

They also began the Poetry unit. They used several Flocabulary videos to discuss what poetry is defined as, rhyme and rhythm, and figurative language. Students looked at and analyzed songs and poems and identified elements of figurative language and discussed figurative meanings. Students will eventually be writing their own cinquains, haikus, and free verse poems.

ELA: The students are really enjoying *Freak the Mighty* and look forward to coming in to class each day and reading. They have also become interested in the medical condition the one main character suffers from and have been doing some research to get more information.

Writing: Students are really enjoying watching the Floccabulary videos in class and analyzing songs they enjoy.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy 54 Math

No new entrants tested into the program in April.

No students exited the program in April.

In 7th Grade, they wrapped up Unit 3 with their writing task and end of unit assessment. In addition, students completed a theme writing piece as practice for the NJSLA test. They began Unit 4 novel and activities after spring break.

In 8th Grade, they completed Unit 3 with their writing task and end of unit assessment. In addition, students wrote a compare and contrast essay as practice for the NJSLA test. They began the Unit 4 novel and activities after spring break.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy Math 30

No new entrants tested into the program in April.

No students exited the program in April.

In Integrated Algebra 1, explorations involving data analysis were of concern. Students learned how to analyze surveys and samples, use measures of central tendency and dispersion, and how to interpret stem-and-leaf plots, histograms, and box-and-whisker plots. Currently, students have begun their last new unit on probability leading up to PARCC testing at the end of May. As always, several graphing calculator activities were used to analyze data.

In Integrated Algebra 2 data analysis came to a close and the focus is on reviewing all of Chapters 1 – 10 in preparation for the PARCC tests at the end of May. PARCC testing helpful hints tips and tricks are being taught and reviewed. As always, the graphing calculator presents an opportunity to offer helpful hints and shortcuts towards PARCC success.

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 16

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

The students in Integrated Algebra I are learning to find probability and reviewing for PARCC.

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

Mathematics: Amy Stewart
High School

Number of children currently in the program:
Literacy _____ Math 20

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

Integrated ALGEBRA I: Throughout the month of April, program emphasis has been on data analysis. Students analyzed the data using data distributions, measures of central tendency and dispersion. They interpreted data by creating and analyzing dot plots, stem-and-leaf plots, histograms, and box-and-whisker plots.

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

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:
Literacy 25 Math _____

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

Eng. II, Block 1:

The focus of this unit was to explore how intolerance and indifference can hinder human rights and how words can have an impact not only individuals but also on nations. Students read *Night* by Elie Weisel and analyzed the book. In addition, the class read Weisel's "Perils of Indifference" and completed text-based questions, discussed open-ended questions with partners, and engaged in whole class discussions.

ELA I, Block 2:

The primary focus of the lessons was on reading, interpreting, and analyzing the language, plots, and conflicts in William Shakespeare's *Romeo and Juliet*. Literary

terms, such as dramatic irony, soliloquy, monologue, etc., were identified and supported with textual evidence.

Students and the teacher read the play aloud and interpreted the context. Video clips from various productions of *Romeo and Juliet* are viewed, analyzed, and discussed in terms of their similarities and differences and their effects on the audience and story. In the end, as in the beginning as well as throughout the play, the overlying question was, “Is love stronger than hate?” Students related well to this story of human fragilities and errors in judgment.

Student participation and formal assessments indicate the success of the lessons.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of April, 2019:

DATE	SCHOOL	TO
4/1/19	GHS	Pennsville
4/2/19	GHS	Pennsville
4/3/19	GHS	Woodstown
4/3/19	GHS	RCGC
4/4/19	GHS	RCGC
4/6/19	GHS	Collingswood
4/6/19	GHS	Buena
4/6/19	GHS	Shawnee
4/8/19	GHS	Schalick
4/9/19	GHS	Hammonton
4/9/19	GHS	Schalick
4/10/19	GHS	Shertle Park
4/11/19	GHS	RCGC
4/11/19	GHS	Pennsgrove
4/13/19	GHS	West Deptford
4/13/19	GHS	Bridgeton
4/16/19	GHS	Lindenwold
4/16/19	GHS	Gloucester City
4/16/19	GHS	Woodstown
4/17/19	GHS	Wildwood
4/17/19	GHS	Cumberland
4/18/19	GHS	Pennsville

4/18/19	GHS	Palmyra
4/20/19	GHS	Woodbury
4/25/19	GHS	University of Penn
4/26/19	GHS	University of Penn
4/27/19	GHS	Pitman HS-Alcyon Park
4/27/19	GHS	University of Penn
4/29/19	GHS	RCGC
4/29/19	GHS	Lower Cape May
4/30/19	GHS	Pennsville
4/30/19	GHS	Sterling

B. Curriculum Committees:

The following curriculum committees met during the month of April 2019: none

IV. **PERSONNEL**

A. New Staff Members

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

Henry Bermann Asst. BA/Interim BA District

Vacancies

Special Ed Teacher
Housekeeper
Cafeteria Aide
Interim Assistant to the Transportation Supervisor
Head Swim Coach

B. Substitute Teachers

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