

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

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

October 16, 2019

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Denise Barr, Head Teacher**

As of September 30, 2019 there were 14 students enrolled in the Alternative Evening High School. Seven students have an IEP. One student has a 504. One student has a McKinney-Vento alert. One student has not yet attended, pending an appeal of placement. Two students need counseling per IEP. APEX program is up and running for delivery of curriculum. Administrative staff is working on developing a handbook for the AEHS program.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

**B. Title I - Basic Skills Improvement Program**

**Carrie Owens: Basic Skills Coordinator**

**J. Harvey Rodgers School**

Number of children currently in the program:

Literacy 29 Math \_\_\_\_\_

New entrants tested into the program had DIBELS and the KDI screening.

During the month of September, the KDI (Kindergarten Diagnostic Inventory) and the DIBELS assessments were administered to determine eligibility for the Basic Skills program. Thirty-two students qualified, however, only 29 parents have provided permission for their child to participate. Second notices went home on September 30, 2019.

BSI services began the last week in September. During that week, instruction focused 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 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 I, my, and is were introduced.

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

Number of children currently in the program:

Literacy     X                          Math                     

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Totals										
Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	46									
2	48									
3	45									
Grades 1-3	139									

Teacher	1st Grade	2nd Grade	3rd Grade	Teacher Totals
Tartaglione	15	12	4	31
McConnell	18	12	9	39
Werner	5	13	17	35
Peale	8	11	15	34
Total	46	48	45	139

New entrants tested into the program: N/A

Students who exited the program: N/A

A variety of tests were administered at the end of the 2018-2019 school year to determine eligibility for basic skills in the 2019-2020 school year. All students going into 1<sup>st</sup> 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 2018-2019 school year going into 2<sup>nd</sup> and 3<sup>rd</sup> grade were also administered the Phonological Awareness Profile.

At the end of the 2018-2019 school year, all students going into 1<sup>st</sup> through 3<sup>rd</sup> grade were given the Fountas & Pinnell Reading Benchmark Assessment to determine their reading level by testing their word accuracy, fluency, and comprehension. At the start of the 2019-2020 school year, students in grades 1<sup>st</sup> through 3<sup>rd</sup> 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 areas of weakness were identified in indicators of phonemic awareness, alphabetic principle, accuracy and fluency.

All new students to Glassboro Public Schools in the 2019-2020 school year were administered the above testing.

Basic Skills services for all students in grades 1<sup>st</sup> through 3<sup>rd</sup> began on September 24, 2019. Guided reading times have been created for each teacher and all basic skills instruction in 1<sup>st</sup> through 3<sup>rd</sup> 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.

At the end of Kindergarten, students should be reading at a Level D. For the 1<sup>st</sup> trimester of the 2019-2020 school year, and all students, identified in the 1<sup>st</sup> grade as Levels A-C based on the Fountas & Pinnell Reading Benchmark Assessment, can be serviced.

At the end of 1<sup>st</sup> grade, students should be reading at a Level I/J. For the 1<sup>st</sup> trimester of the 2019-2020 school year, and all students, identified in the 2<sup>nd</sup> grade as Levels A-H based on the Fountas & Pinnell Reading Benchmark Assessment, can be serviced.

At the end of the 2<sup>nd</sup> grade, students should be reading at a Level M. For the 1<sup>st</sup> trimester of the 2019-2020 school year, and all students, identified in the 3<sup>rd</sup> grade as Levels A-L based on the Fountas & Pinnell Reading Benchmark Assessment, can be serviced.

On October 10, the Dorothy L. Bullock School will hold its annual Back to School Night. A Basic Skills informational session will be conducted 30 minutes prior the start of Back to School Night. Parents will be given an opportunity meet with their child's basic skills teacher.

On October 11, the Basic Skills staff at the Dorothy L. Bullock School will hold a 3-hour Professional Development session on Phonemic Awareness for the 1<sup>st</sup> and 2<sup>nd</sup> grade teachers of the Dorothy L. Bullock School and the Basic Skills staff at the Rodgers School and the Thomas E. Bowe School.

**Lisa Rencher: Basic Skills Coordinator**  
**Thomas E. Bowe School**

Number of children currently in the program:

Literacy 30 Math 0

New entrants tested into the program in September:

Ms. Rencher is still waiting on several permission letters from students. Second requests were mailed home 9/26/19.

No students exited the program in September.

Testing:

- Currently testing for SGO purposes.

- Grade Level Comprehension Assessment
- Grade Level Fluency Assessment

The designated Basic Skills program, Fountas & Pinnell’s Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading approach. BSI teachers have been working hard to create lessons that follow this format, incorporating elements of the Fountas & Pinnell’s LLI program with elements of the Fountas & Pinnell’s Literacy Continuum.

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

Activities of special interest:

- Real Men Read Kick-off Breakfast
- Battle of the Books introduction and sign ups
- Provided coverage for newer teachers observing other teachers
- Held our first meeting of “Building Bowe’s Best” for novice teachers
- Held our first “Cooperating Teachers Support Meeting”
- Attended & presented information at Back to School Night
- Attended first of the year PDS Committee Meeting
- Andrea LoCastro and Ms. Rencher are volunteering on the NAPDS Conference Committee in order to facilitate Glassboro’s distinguished role at their annual conference as a PDD.

Ms. Rencher attended the NJEA SGO workshop at Bullock School, on 9/18/19. The topic of the workshop was Making SGO’s Work.

**Language Arts: Andrea Locastro**  
**Thomas E. Bowe School**

Number of children currently in the program:

Literacy 23 Math 0

New entrants tested into the program in September:

Ms. Locastro is still waiting on several permission letters from students. Second requests were mailed home 9/26/19.

No students exited the program in September.

Ms. Locastro is testing the following:

- Currently testing for SGO purposes.
- Grade Level Comprehension Assessment
- Grade Level Fluency Assessment

The designated Basic Skills program, Fountas & Pinnell’s Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading

approach. BSI teachers have been working hard to create lessons that follow this format, incorporating elements of the Fountas & Pinnell’s LLI program with elements of the Fountas & Pinnell’s Literacy Continuum.

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

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

Activities of special interest:

- Real Men Read Kick-off Breakfast
- Battle of the Books introduction and sign ups
- Provided coverage for newer teachers observing other teachers
- Provided supervision for one period of Library/Media (9:55-10:35)
- Held our first meeting of “Building Bowe’s Best” for novice teachers
- Held our first “Cooperating Teachers Support Meeting”
- Attended & presented information at Back to School Night
- Attended first of the year PDS Committee Meeting
- Lisa Rencher and Ms. Locastro are volunteering on the NAPDS Conference Committee in order to facilitate Glassboro’s distinguished role at their annual conference as a PDD.

Ms. Locastro attended the Google Classroom Workshop at CCC. 9/27 which was led by Sue Kornicki. This workshop covered the applications available in Google Classroom, and Ms. Locastro looks forward to utilizing them both in the BSI classroom as well to maintain contact and receive feedback from parents.

She also attended the NJEA SGO Workshop. 9/18/19 at Bullock School. It was called “Making SGOs Work”

**Language Arts: Michelle Meehan**  
**Intermediate School**

Number of children currently in the program:

Literacy 17 Math                     

No new entrants tested into the program in September.

No students exited the program in September.

The 7<sup>th</sup> grade writing students are currently working on a personal narrative essay piece. The class is set up according to the Writer’s Workshop format. The class begins with a grammar warm-up/review, a 20 min mini lesson, and then independent time to apply what was being learned in the mini lesson to their writing piece and to continue the drafting process.

The students are looking at mentor texts to define what makes a good narrative work. They have studied hooks and descriptive language of these mentor texts and had small group and whole class discussions about what good narratives look like.

They have watched videos and listened to Flocabulary songs about the narrative writing process.

**Mathematics: Wayne Rulon**

**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 15

No new entrants tested into the program in September.

No students exited the program in September.

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

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

Mr. Rulon attended NWEA Professional Learning workshop at GHS on 9/4/19.

This workshop was a 3 hour workshop aimed at teaching teachers how to implement and get a feel for the MAP test. The teachers were able to explore a sample teacher dashboard and navigate through the website. The MAP test is being utilized by all Math and English teachers as their benchmarks for the 2019 – 2020 school year.

**Language Arts: Thomas Struck**

**High School**

Number of children currently in the program: 22

ELA 2

No new entrants tested into the program in September.

No students exited the program in September.

Mr. Struck administered MAP tests in September to assess strengths and areas needing improvement, as well as to assist in differentiating instruction.

He also administered various classroom assessments.

The class read *Antigone* by Sophocles, dissecting and analyzing plot points, themes, and character motivations. More broadly, students learned to identify character archetypes and recurring motifs of Greek Mythology and Greek Tragedy. They also engaged in several meaningful discussions and debates about loyalty, honor, and love.

Students assumed the voices of Haemon and Antigone in a creative writing exercise in which said characters exchange secret letters before Antigone's death.

Mr. Struck attended Map Training and the GHS Opening Day In-service.

**Language Arts: Maureen Morrison**

**High School**

Number of children currently in the program:  
 Literacy 22 Math:

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

MAP tests were administered in September to assess strengths, areas needing improvement, and assist in differentiating instruction.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of September, 2019:

<b>DATE</b>	<b>SCHOOL</b>	<b>TO</b>
9/3/19	GHS	Audubon
9/13/19	GHS	Cumberland
9/5/19	GHS	Pennsville Middle
9/5/19	GHS	Cumberland
9/6/19	GHS	Willingboro
9/6/19	GHS	Willingboro
9/6/19	GHS	Willingboro
9/6/19	GHS	Willingboro
9/6/19	GHS	Cumberland
9/9/19	GHS	Woodstown
9/9/19	GHS	Woodstown
9/9/19	GHS	Woodstown
9/11/19	GHS	Arthur Schalick
9/11/19	GHS	Arthur Schalick
9/13/19	GHS	Pennsville
9/13/19	GHS	Pennsville
9/13/19	GHS	Pennsville
9/13/19	GHS	Pennsville
9/13/19	GHS	Penns Grove
9/13/19	GHS	Shertle Park
9/14/19	GHS	Italian Festival
9/16/19	GHS	Haddon Heights
9/16/19	GHS	Delsea Park

9/16/19	GHS	Winslow
9/17/19	GHS	Gloucester City
9/17/19	GHS	Gloucester City
9/19/19	GHS	Clayton
9/19/19	GHS	Pitman
9/20/19	GHS	Wildwood
9/23/19	GHS	RCGC
9/24/19	GHS	Clayton
9/25/19	GHS	Pennsville
9/25/19	GHS	Pennsville
9/26/19	GHS	Pennsville
9/27/19	GHS	Schalick
9/27/19	GHS	Schalick
9/27/19	GHS	Schalick
9/27/19	GHS	Schalick
9/27/19	GHS	Woodstown
9/30/19	GHS	Woodstown
9/30/19	GHS	Schalick
9/24/19	GIS	Delsea MS
9/30/19	GIS	Williamstown

**B. Curriculum Committees:**

The following curriculum committees met during the month of September 2019:  
Technology Committee

IV. **PERSONNEL**

**A. New Staff Members**

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

Lauren Hoffman	Associate Aide	Rodgers
Maria Grady	H/PE Teacher	GHS
Yahaira Medina	1:1 Aide	Bullock
Deneen Molloy	Business Office Specialist	District
Kenneth Silver	Interim Principal	GHS

**Vacancies**

Anticipated Master Teacher/Preschool Intervention and Referral Team Coach



CST Secretary  
PT Truancy and Residence Compliance Officer  
Anticipated Pre-School Classroom Aide  
Anticipated Community Parent Involvement Specialist  
Anticipated Special Education Inclusion Teacher  
Special Education/Inclusion Teacher  
Cafeteria Aide

**B. Substitute Teachers**

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