

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

March 23, 2016

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of February 29, 2016 there are 12 students enrolled in the alternative evening high school. Eight students currently have an IEP and are serviced by a special education teacher. One student is part-time. There are four students in the BD classroom.

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 37 ELLs. The district-wide breakdown is listed below.

District-wide Enrollment:

<i>GRADE</i>	<i>TOTAL</i>	<i>PROGRAM: BILINGUAL</i>	<i>PROGRAM: MAINSTREAM</i>	<i>PROGRAM: REJECTED</i>	<i>LANGUAGE: SPANISH</i>	<i>LANGUAGE: TURKISH</i>	<i>LANGUAGE: OTHER</i>
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	21	0	20	0	15	2	4
1	9	9	0	0	9	0	0
2	13	8	4	1	10	1	2
3	11	0	10	1	10	0	1
4	6	0	6	0	6	0	0
5	2	0	1	1	2	0	0
6	2	0	2	0	2	0	0
7	1	0	1	0	1	0	0
8	0	0	0	0	0	0	0
9	4	0	4	0	2	0	2
10	3	0	3	0	2	0	1
11	2	0	2	0	1	0	1
12	1	0	0	1	0	0	1
ADULT ED	0	0	0	0	0	0	0
TOTALS	75	17	54	4	60	3	12

There was one new entrant enter into the ESL Program for the district this month. She transferred out within the same month.

For the month of February, five students transferred out of district. No other assessments beyond normal instructional tests or placement tests were given.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration with weekly meeting dates set for the first Wednesday morning of each month. Kindergarten will receive daily guided reading lessons infused with content instruction and supports. Grades first through third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as the upper grades. Additionally, for the first time, a Bilingual program was initiated to address the specific needs of the Spanish-speaking population in grades one and two.

For the month of February, all incoming ELLs received regular services. Translation services were provided as needed and positive phone calls needed to be made for homeroom teachers, in addition to Mrs. Johnson's normal positive phone calls, and other inquiries.

Additionally, she continued to collaborate with Erin Williams in the coordination of the upcoming WIDA ACCESS for ELLs that will occur this spring. They are planning on testing 79 ELLs.

During the month of February, Mrs. Johnson attended an all-day WIDA ACCESS for ELLs professional development meeting with the district ELL/BE Department. They updated their test administration certifications and viewed ACCESS 2.0 pod casts. They are preparing for a combination of paper/pencil and computer-based exams for this spring.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy X Math
White: 21
Knight: 14
Rutter: 17

New entrants tested into the program: N/A

Students who exited the program: N/A

The BSI teachers administered the mid-year SGO testing.

During the month of February 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 students learned the diagraphs ch, th, and sh.

The sight words are, be, from, but, get, came, for, all, got, eat, have, and now were introduced.

Mrs. White has 4/6 groups working in level B in the LLI program with one group still working in level A and one group in level C.

Mrs. Rutter: In her level A groups they focus on recognizing sight words and beginning sounds. In her level B groups they are focusing on sight words and making connections with word families and changing the beginning sounds. Moving three of four groups up to the next reading level.

Miss Knight: In her BSI groups in February, she had one reading group at level A. The skills that they worked on were sight words and beginning sounds. She also had three reading groups at level B. The skills that they worked on were word families and sight words. There will be changes coming in March, where two groups will be moving to a reading level C and another group will be moving to a reading level B. Her fourth group will be staying at level B.

Mari Kay Heyel-Matteo: Basic Skills Coordinator
Dorothy L. Bullock School

Number of children currently in the program:

Literacy 15 Math 6

Three students are now served by Mrs. Solinski as of February 29, 2016.

FIRST GRADE

43 students were serviced in literacy in grade 1 in February 2016. However, one of Peale's students tested out the end of February but she also had one new entry. (31-1=30+1=31-1 to Peale=30-1 to McConnell/Solinski=29). Peale services 29, Solinsky-1, and Moss 12+1 from Peale=13. (29+13=42+1=43). Peale and Moss both utilize the LLI Green Kit program and are observing progress with some of their students. Peale also reviews kindergarten sight words several times a week as well as letters sounds, blending, and sight words with other students.

Flaig services seven students in first grade for mathematics. Skills emphasized included addition, increasing the complexity of problems (having three addends, two of which equal ten) and applying the associative and commutative properties. Students were then introduced to subtraction, using addition to "count up" to solve.

43 literacy + 7 math=50-5 receiving both services=45 serviced in first grade.

The current total of first graders in basic skills by March 5, 2016 is 45.

SECOND GRADE:

The total number of second graders receiving literacy basic skills services was 29. DeFrank services 23 and Solinsky services 6 second graders. (23+6=29). While utilizing the LLI program, DeFrank's main emphasis was on fluency and short vowel sounds.

Thirteen students are now serviced in mathematics by Flaig. Skills emphasized included : comparing three digit numbers (1 more, 1 less, 10 more, 10 less, 100 more, 100 less) and decomposing such numbers, applying their knowledge to solving 2-digit subtraction, including regrouping. Second graders also worked on their word problem solving skills, including multi-step problems by looking for patterns and drawing diagrams.

The current total of second graders in basic skills as of March 5, 2016 is (29 literacy+13 math =42-9 receiving both services=33). 33 students are serviced in grade 2.

THIRD GRADE:

Matteo serviced 18 third graders in literacy using the LLI Red Kit Program and the Blue LLI Kit Program. One parent of one student who qualified chose to hold off her child receiving services until further benchmarking and DIBELS were completed.(19-1=18) Two groups were instructed at Level L as there are 6 students now at this level. Four groups were utilizing the Red LLI kit by February 25. One group was split with one group beginning at level L. Two groups are using the Blue Kit, as they are reading at levels J which is not in the Red Kit. All groups have read both fictional and informational text and emphasis has been made on reading with expression, or a voice, as well as various comprehension strategies. Moss services the rest and utilized the Grade 3: LLI Red System (Level M) & sight word practice as well as the Blue Kit now for one group.

Three groups did also receive phonics with the Foundations program. Students were assessed on Unit 3 of Foundations and the lowest grade achieved was a 75%. Unit 4 was introduced with consonant and vowel suffixes of “-er, -est, -ing, -s”. However, three students are now serviced by Solinski, and one group will receive phonics now only from LLI.

Matteo services 14 third graders, Peale services 4, Solinski services 3 and Moss services 12. (14+4+12+3=33). One student is serviced twice –once with DeFrank and also with Matteo. So, he is counted only once, not twice.

In mathematics, Matteo services 6 students in mathematics of the 39 students with Flaig servicing the remaining 33. Skills emphasized were multiplication, applying the associative and distributive properties, working with multiples of ten and looking for patterns. Students moved on to relating multiplication and division as inverse operations, relating subtraction to division, exploring problem solving skills to solve division problems. Third grade students working in the Eureka program began comparing areas through the decomposition and composition of shapes, working with incomplete arrays to relate side lengths and applying the distributive property to

find the total area of a large rectangle. Third graders continued to work on their Tier 3 fluency of basic math facts.

$33(\text{literacy}) + 39(\text{math}) = 72 - 25(\text{students receive both services}) = 47 \text{ students.}$

Areas of Special Interest

Matteo attended the funeral for former Glassboro principal Gloria Lisa on February 11. Mrs. Lisa hired Matteo in 1986 where she taught kindergarten at the Academy Street School. Christine Solinski joined the BSI staff the end of February.

Conferences and Workshops Attended

BSI staff members DeFrank, Moss, and Matteo met on Friday February 12 to address the FUNdations curriculum for first grade. Peale attended a workshop at the EIRC concerning how to close the achievement gap with children who live in poverty. Peale found this workshop very informative and was able to bring some useful tips to bring into her classroom. Peale learned that according to this workshop, the issue of children in poverty, is an area that needs much more emphasis and attention. The emotional and nutritional well-being of these children needs to be taken into account as well, according to the workshop presenters. Peale recommends that the Bulldog Buddy role plays might just offer a good starting point. This was Peale's first workshop attended at EIRC by New Jersey Network and it will not be her last.

The number of students in the Basic Skills Program at the Bullock School, as of March 5, 2016:

1st grade: 45(math and literacy) 2nd Grade: 33(math and literacy) 3rd Grade: 47(math and literacy services)

Total of school: $45+33+47= 125$ students

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

Number of children currently in the program:

Literacy 66 students for BSI and 30 students for Read 180 Math 0

Seven new students were added to BSI in February. These students had been placed on a waiting list for the second half of the year.

Three students were removed from the program due to increased LLI levels. One student was removed due to moving out of district.

They used the STARR Reading assessment as well as the SRI for Read 180.

The focus of this month has been to continue implementing LLI with the BSI groups. All LLI groups have finished their novel portion of the program. Students were benchmarked again to determine their F & P reading levels, which was used to realign basic skills LLI groups. Once the new instruction reading levels were determined, students were then placed in an instructional LLI group. Some of Mrs.

Hart, Mrs. Locastro and Mrs. Rencher’s groupings were changed, but most students remained in the program. They also removed a few students who tested at grade level. Those students who were placed on a waiting list for the second half of the year were added to the schedule as well. Through the benchmark testing, done by the classroom teachers, they were able to determine that most of the BSI students have increased their instructional reading level by at least one level. Now that they have begun the second half of the year, all BSI groups have move up to the next LLI level kit. Students new to the program have been introduced to the program, and all are working hard during group time. Those who are more familiar with the program help the newer students adjust and learn the routines of the program.

Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to use time for BSI PLC meetings to continue training in the LLI (Leveled Literacy Intervention) program as well as ironing out any kinks they may be experiencing with a particular aspect of the program, as well as continuing with the book study on “*Don’t Kick Them Out!*” by Dr. Jesse Jackson III. Another LLI kit was ordered for the school, and covers levels L-Q, which is now housed in Mrs. Hart’s room. Some of the BSI PLC time has also been used to create files for these levels as well as familiarize themselves with the kit itself. During the remainder of their time, Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to share what has been working and what has not been working. They then discuss possible ways to help as needed. As time moves on, they will continue to improve their knowledge of the program. The Read 180 program is being taught by Mrs. LoCastro and Mrs. Rencher on Monday and Wednesday from 11:40-12:10, and then again after school for an hour, with the help of Mrs. Stump and Mrs. Killelea. This program will run from November through May.

Mrs. Hart, Mrs. LoCastro and Mrs. Rencher all participated in the district wide in-service on February 12, 2016. The Bowe School in-service was related to informational text read alouds.

Language Arts: Diane Villec
Intermediate School

Number of children currently in the program:

Literacy 27 Math _____

No new entrants tested into the program in February.

One student exited the program in February.

During the reading portion of class, students read several short fiction and non-fiction stories as well as several poems. Skills included identifying and analyzing mood, tone, and style, comparing and contrasting tone, identifying and analyzing elements of style, including word choice, sentence structure, imagery, and dialogue. Students used reading strategies including monitoring and setting a purpose for reading. Students summarized stories using important events.

In addition to reading, students have been writing about what they are reading. Students have been reading and writing simulated research papers, based on non-fiction articles, and short informational clips. Students have also practiced finishing a story in the original author's tone.

Language Arts: Jennie Hara
Intermediate School

Number of children currently in the program:

Literacy 120 Math

Emphasis in Writing 7 during this unit will be on Argumentative Writing and its elements based on the Lucy Calkins Units of Study. Students will write every day following the sessions and bends of the Argumentative Writing Unit. The following topics will be covered:

- Evaluating and analyzing evidence
- Forming and supporting claims
- Formatting argumentative essays
- Evaluate two sides of an argument
- Develop reasons based on relevant and credible evidence
- Utilize and cite evidence effectively in published writing
- Edit and revise for deeper analysis
- Develop argumentative essays based on a hot topic of our society

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy Math 34

One student transferred out of district in February.
One student transferred to GHS AEHS in February.

Integrated GEOMETRY: Throughout the month of February, program emphasis was on the investigation of special quadrilaterals. Technology in the discovery of geometric properties in relation to special quadrilaterals was incorporated with Geometer's Sketchpad. Students continued to apply and reinforce their algebra skills while working with equations of measures, side lengths, and parallel sides while investigating special quadrilaterals. Investigations using Geometer's Sketchpad continue to enhance student learning. Students were also able to do a comprehensive investigation and have students use Geometer's Sketchpad to check their peers' work.

Integrated ALGEBRA I: Throughout the month of February, program emphasis has been on graphing linear equations in two-variables. Students focused on different

methods of graphing while investigating the major algebra concept of the slope of a line. Students also completed investigations that led them to further understand the concept of x-and y-intercepts of graphs.

Language Arts: Sheila Saphire
High School

Number of children currently in the program:

Literacy 15 Math

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

In the sophomore English class, the focus this month has been on vocabulary, reading, and writing. To fully understand and appreciate *Antigone*, students have been studying ancient Greece and the elements of the Greek theatre. Most of the students have been enjoying the lessons and doing well; however, a few have attendance issues and that has impeded their progress.

Loyalty, politics, and honor are themes within the play that are timeless and universal issues. In class, students discuss these topics and respond to them in writing. Overall, students are cooperative and respectful to the teachers and each other.

Students in her senior class are diligently working to improve their test-taking skills on standardized tests in order to meet the New Jersey requirements for graduation. The focus was initially to develop student confidence in taking standardized tests by exploring ways to combat deficiencies. By conferencing with individual students, they were able to devise strategies to improve their performance on the sample tests. Students are given timed SAT sections to get a sense of how to pace themselves. They are given the SAT answer key and told to read all of the explanations not only to see which ones were right/wrong but also to understand how the answers were derived. Individual students discuss their rationales for improvement with the teacher by rephrasing their challenges and offering solutions.

In class, standardized test scores have significantly improved over the course of this month. It has been very rewarding seeing the students' progress.

No conferences or workshops were attended in February.

Most of the students have been very receptive to Ms. Saphire's assistance and have benefitted from her services as evidenced by their improved grades.

Language Arts: Christi Baldissero
High School

Number of children currently in the program:

Literacy 9 _____

Math _____

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

In the month of February, the Test Prep students prepared to take the Accuplacer, PSAT, SAT, and ASVAB. The emphasis of the program focused on word knowledge, reading complex text, and writing an effective and organized essay.

In February, the students began each lesson by reading an article from Newsela. Upon completion of the reading, the students would answer 4 high order thinking skill questions that are similar to the questions and tasks on the SAT. The students would then move onto studying for the plethora of tests that are upcoming in the month of March. To prepare for the Accuplacer the students became familiar with the Accuplacer Write Place Exam rubric and sample student essays. Once the students were familiar with the Write Place Exam process, they began to write their own essays. Each student wrote 5 essays a piece. Each essay was graded the day of completion and each student conferenced with Ms. Baldissero to review strengths, weaknesses, and edits. The students also studied to take the PSAT and the new SAT. This was a three step process. The students and Ms. Baldissero would read one passage aloud while the teacher copy was under the ELMO. Ms. Baldissero used this instructional time to model the type of reading and annotation strategies the students needed to utilize in order to score within graduation requirement. The second step, was the students working individually while Ms. Baldissero worked under the ELMO silently. This strategy continued to encourage annotation and effective reading strategies. After each passage they would check the answers for correctness and conference about why the answers are correct. The third step was having the students work on their own without Ms. Baldissero under the ELMO. They repeated these steps every three passages in the test prep packets.

Ms. Baldissero has been working with guidance to make sure that guidance is well-informed of the students' grades and effort in the Test Preparation class.

III. CURRICULUM

A. Field Trips

Field trips for the month of February, 2016:

DATE	SCHOOL	TO	TIME	BUSES
2/4/16	GHS	NJ Law Center	8	1
2/9/16	GHS	Bogeys	1	1
2/26/16	GHS	GIS	1	1
2/3/16	GIS	Rowan Gym	4	1
2/4/16	GIS	Long Branch	7	1

2/1/16	Bowe	Rowan	1	1
2/5/16	Bowe	Bullock	1	1
2/9/16	Bowe	Shoprite	2	1
2/11/16	Bowe	Herrs Factory	5.5	1
2/11/16	Bowe	Summit Place	1	1
2/3/16	Bullock	Justice Complex	4	1
2/25/16	Pitman	Brunswick Lanes	3	2
2/25/16	Pitman	Glassboro Bowling Alley	1.5	1

B. Curriculum Committees:

The following curriculum committees met during the month of February:
Technology Curriculum Committee, Science Fair Curriculum Committee, and ESL Curriculum Committee.

Glassboro Technology Committee

Date: February 10, 2016

Place: Board Office

Time: 3pm – 4pm

Present:

George Weeks Technology Department

Michele Keating GHS

Joan Beebe GHS

Dionne Young Bullock

Carol Ceglia GIS

Notes:

1. Something
2. Google Docs—at GHS and GIS; will be put in Bowe, Bullock, Rodgers if teachers want it
3. Fall 2016:
 - a. 1:1 pilot for high school for 9th, maybe 10th grades—depends on budget amount (\$50,000 +/-)
 - i. CloudBooks—MS and google
 - ii. ChromeBooks—only runs google
 - iii. It's going to take 2 years to really roll this out for it to be successful
 - b. Bowe School will get a cart of ChromeBooks for testing (they test everyone at the same time)
4. Summer 2017:
 - a. Our server lease expires
5. 2018:
 - a. Computer refresh for district

- b. Whatever 1:1 hasn't been completed, it will look to be completed (\$ 1.2 million refresh)
- 6. Two things we're currently looking at
 - a. 1:1 stuff—interfacing of current user apps with future apps
 - b. In addition to the google classroom, also looking at Schoology and blackboard learn
- 7. GHS & GIS have Facebook and Twitter; will eventually be down into primary grades
- 8. So far the gist of strategic planning is for devices and interactive classroom devices
- 9. Is there anything George needs to be aware of?
 - a. Project Lead the Way:
 - i. Michelle Keating: she went to the superintendent as the chair for stem. What GHS and GIS are looking at is a program called Project Lead the Way. Launch is K – 5. Gateway 6-8; biomedical, engineering and computer science at high school. It's very expensive. We have a memo of agreement with garden state _____ . Rowan is the state's college that is overseeing project lead the way.
 - ii. She gave George the specs for project lead the way and will give him the contact's name
 - iii. Michelle says the plan right now is to start with gateway. Then add one of the high school programs. Then add a program each year to the high school. They figure it will take 3 to 4 years for a complete rollout.

Science Fair Committee meeting

February 18, 2016

In Attendance:

Jim Moore

Dennis Scheuer

Patricia Kately

Susan Power

Denise Barr

Jennifer DiLorenzo

Kara Belmonte

Lacy Lupi

Stephanie Bernstiel

Steve Hempel

Danielle Sochor

Agenda:

Need to order ribbons for projects—Jones 50 or each.

Packet—needs to be assembled for distribution—this year it wasn't. How was this done in the past? How can we do it moving forward?

Table Skirts—check prices couple places need 6-10

Barr will check with Mrs. Sochor regarding:

Our contact at BOE is Bernadette G. ext.6301

Let her know how many tables

2 donations—Shop Rite 50 each

Tables, gift cards, donation letters and judge letters—going out/ordered.

Contact Liscio's about the donation

Moore will contact Rowan Physics for demo outside to fair.

Thank-you notes to inconvenienced staff at Bullock.-DD or Wawa \$5 gift card (4)

Everyone request 2 professional days through Source4 Teachers

Patricia Kately is getting 50 bags from the Recycling center.

Next meeting is scheduled for Thursday March 24th at Bullock School. This meeting will be to button up loose ends.

IV. **PERSONNEL**

A. **New Staff Members**

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

Lynn McConnell	Elem. Teacher, Grade 2	Bullock School
Joseph Marro	sub. Bus Driver	
Shyretta Withers	sub. Bus Driver	

Vacancies

Short Term School Social Worker

District Accountant

Anticipated Chemistry Teacher

Part-time Physical Therapist

Cafeteria Aide

Classroom Aides and Special Education Aides

B. **Substitute Teachers**

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