

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
DIRECTOR OF CURRICULUM AND PERSONNEL
Danielle M. Sochor

March 26, 2014

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Robin Boyd, Head Teacher

As of January 31, 2014 there are 19 students enrolled in the alternative evening high school. Eleven students currently have an IEP and are serviced by a special education teacher. Two students are part-time. There are five students in the BD classroom.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Rona Johnson: ESL Teacher Pre-K – 2nd Grade

There were no new exiting students from the ESL Program for the month of February and no other tests beyond regular benchmarks were administered.

The Administration has decided that Pre-Kindergarten services would be provided in the form of ELL specialist to teacher collaboration with monthly meeting dates set for the first Thursday morning of each month. Kindergarten received daily guided reading lessons infused with regular ESL materials and content supports. First grade and second grade received daily pull-out instruction with guided reading, writing, content, and language arts skill support. In addition, rotating guided reading push-in lessons were provided.

For the month of February, all incoming ELLs received services even during the multiple delayed opening days! The Rodgers building had a learning walk and the Bullock School prepared for its QSAC visit of February 26th.

A professional development session was attended on February 5th. NJTESOL of Atlantic Co. provided its members with a preview of the WIDA ACCESS for ELLs Spring 14 listening test sample which will be very helpful considering that the test administration for that section will now be delivered via pre-recorded.

Ms. Johnson is an active participant in Mrs. Sochor's PLC ESL Book Club. They are reading and reflecting upon, *The Language-Rich Classroom—A Research-based Framework for Teaching English Language Learners* by Pérsida & William Himmele. The group consists of four ELL teachers, a mainstream teacher, and two

administrators. The team members presented strategies to scaffold instruction to ELLs.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator **Harvey Rodgers School**

During the month of February the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial/final sounds. Students reviewed the terms consonant, vowel and digraph.

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

The students are working in the Leveled Literacy Intervention Program by Fountas and Pinnell. They completed the getting started lessons and are working in the level A books that teach using picture information, tracking print left to right using voice-print match across the line of text and identification of high frequency words in text. Comprehension is also a focus (main idea, within the text and beyond the text).

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

FIRST GRADE

At the beginning of February, 46 students were serviced in first grade. There were three new entries, eight students tested out, and one student was classified. .
($46+3=49-8=41-1=40$).

The current total first graders in literacy basic skills serviced by Ms. Peale are 40.

SECOND GRADE:

At the beginning of February, 51 students were serviced in second grade. There was one new entry. ($51+1=52$). One new entry from January did not need services after all assessments were reviewed. ($52-1=51$). One student transferred in February. ($51-1=50$)

The current total of second graders in literacy basic skills serviced by DeFrank is 46. Haines will now service four second graders.

THIRD GRADE:

In February, there was one re-entry student. (39). Sitton High Frequency word recognition was also reassessed on all students and new words were added to their card rings to practice daily and learn. Student learned to add and write words with suffixes “-s, -ing, -ed, and -es” to base words. In reading, groups read both fiction and non-fiction text. Since, one group has read several books in a series, the texts

were compared and contrasted and the differences and changes in the main character was also discussed and written about in their response journals.

After benchmarks were completed, six of Ms. Matteo's students tested out. (39-6=33). Title 1 Literacy students in third grade are 33. Ms. Matteo will service 22 and Ms. Haines will service 11. Ms. Matteo also will service students in second grade. The number and reading level of the students has yet to be determined.

Areas of Special Interest:

Ms. Matteo had a post-observation conference with Mr. DePalma on February 7, 2014. QSAC visited Bullock on Wednesday February 26, 2014. Ms. Matteo, Ms. Peale, Ms. DeFrank, and Ms. Haines attended their respective grade level meetings on March 5 regarding guided reading with Mr. Steve Hempel. The BSI team also met with Mrs. Sochor on March 6.

As of March 6, the number of students in the Basic Skills Program at the Bullock School was:

1st grade: 40 2nd Grade: 50 3rd Grade: 33

Total of school: $40+50+32=123$

Jacqueline Tartaglione: Basic Skills Coordinator
Thomas E. Bowe School

Guided reading comprehension skills were valid connections, theme vocabulary, academic language, literal and inferential questions with text support, state opinions with text support, use of illustrations and graphics to convey meaning, author's purpose, compare and contrast, create images, main idea and supporting details, summarize, predictions, important events, draw conclusions, search for information in graphics, determine importance, synthesize, problems and solutions, descriptive language, infer feelings, cause and effect, follow complex plots, building suspense, open-ended story responses, nonfiction text analysis, fluency focus of reading with phrasing and expression, pausing and intonation, prefix dis-, analogies, onomatopoeia and metaphors.

Grade five Math skills reviewed with students were problems of the day, convert fractions to percent's, construct bar and circle graphs, identify data landmarks, investigate use of contour maps to organize collected data, convert between fractions and mixed numbers for sums and differences, identify fractions on a number line, add fractions and mixed numbers with like denominators, find common denominators, use products of denominators to find equivalent fractions, write numbers in standard and exponential notation, compare numbers in exponential notation, describe number patterns, explore place value using powers of ten, translate numbers from scientific notation to standard number-and-word notation, and use number patterns to solve problems involving exponents. The Read 180 Extended Day Program continues and Fun Family Nights starts February 25th. The Fountas and Pinnell guided reading benchmark tests were given and data was evaluated.

Language Arts: Diane Villec
Intermediate School

During the month of February, Read 180 students finished analyzing the setting, characters, plot, and theme of a short story in Workshop 3. A graphic organizer was used to track story elements and summarize a fiction text. Students began Workshop 4. Students read several magazine articles three times to develop fluency and summarize the text. Students identified and organized the topic and details used to summarize a news article. We also discussed the texts using complex sentences and formal English. Students wrote a summary using the present tense and citation verbs. Classes completed an R-skills test to determine comprehension on Workshop 3 skills, as well as an SRI (Scholastic Reading Inventory) test to determine individual lexile to assist in choosing class novels.

Language Arts: Michelle Meehan
Intermediate School

Currently, we are still working on Unit 3: theme and symbolism; however, we are almost done the unit. This month, the students studied folk tales and their themes. They researched their own folk tale and wrote three paragraph essays determining the theme of the folk tale they selected. They also were exposed to several folk tales from various cultures and identified theme and symbols. The students also read poems by Langston Hughes, Teresa Palomio Acosta, and Lucille Clifton and discussed the symbols and had a chance to create a symbol that represents them at this point in their lives and created a class “quilt” as two of the poems focused on quilting. The students also began writing their speculative essays.

The students continued working on close reading with poems, informational texts, and fiction stories. They also researched folk tales and came up with themes and evidence to support their claims in a three paragraph essay. Next week, they will have the opportunity to write their own folk tale.

Ms. Meehan and the Language Arts Department paired up with the Science Department to have the students write speculative essays about being stranded on an island and sending out a message in the bottle as the students are working on a boat project as a science lab.

Ms. Meehan began reading the “Comprehension and Fluency” book during common planning. Ms. Meehan is finding this book very resourceful and helpful.

Mathematics: Timothy Hagerty
Intermediate School

To provide targeted instruction to students in need of improvement. Data analysis was utilized to create small instructional groups. Modifications are infused throughout classroom instruction.

Specific topics this month included:

Solving Systems of Equations
Solving Multi Step Equations
Rational Equations and Functions

We had a PARCC representative come in and speak to the math department about the future testing format and procedure. I thought it was very informative on what we need to prepare for the future testing.

Mathematics: Amy Stewart
High School

One new ELL student was enrolled in the new semester. One student switched classes, but did not test of the program. Ms. Stewart believes his mother signed a waiver for him to enter into a college preparatory class.

Throughout the month of February, program emphases were on modeling exponential growth relationships. Students focused on representing exponential growth relationships through graphs, symbolic rules, tables of values, and real-world situations. They continued to reinforce how all four methods can represent the same information and appropriate times for using specific methods. Students calculated the rate of change in one variable as another variable increases as well as compared and contrasted these functions with linear relationships from previous topics, enhanced literacy skills by writing about their problems, interpreted the meaning of an increasing rate of change and y-intercept of the graphs of exponential growth functions in context.

Students also worked on logical reasoning skills and estimation skills by using exponential growth models to make predictions about variables based on the behavior of another variable. Through all of these investigations students were able to identify those real-life situations such as bacteria growth, investment growth, mold growth, and disease growth model exponential growth with an understanding that these situations grow very rapidly.

Students were assigned a set of real-life problems that discussed bacteria growth, investment growth, and disease growth which led to wonderful discussion about the importance of antibiotics, saving money for the future, and how to slow disease growth. Students worked individually to complete all of the problems and then worked in groups to collaborate and complete one problem to be displayed for the class. Students displayed their work, on large chart paper, to the real-life problems that contained their answers in the forms of equations, tables, graphs, and verbal descriptions of the situations. After all work was displayed, students took a “gallery walk” around the room to check their own work. It was a very engaging activity.

Language Arts: Christopher Wood
High School

During Semester 2 there were 6 new BSI students.

The Ask 8 score below 200 was administered as well as a teacher observation.

In February, students in English I CP began their introductory unit on Greek Mythology and The Odyssey. Students studied various accounts of the myths of Perseus, Theseus, and Hercules, and recently began The Odyssey. Students have already completed three full units of new vocabulary words, created writing portfolios, and mastered mnemonic devices to study effectively in all subjects.

Students in English I READ180 completed a biography project to celebrate Black History Month and the successful completion of their fifth workshop. Springboarding from their rBook Workshop 5 activities, which involved targeted skills in inferences and comparing various leaders throughout history, students chose a famous African American leader to research and explore. Students learned to perform basic research strategies, cite their sources appropriately, and were able to present their findings in both formal writing styles and multimedia PowerPoints delivered to their classmates. Students continue regular vocabulary instruction and Scholastic Software.

One interesting lesson in English I CP involved the creation of personal epithet placards for each member of the class. Mr. Wood, the “Molder of Minds,” now teaches English to such characters as the “Singer of Songs,” “Sinker of Shots,” and “Poster of Pins,” among others. Students also completed the “Wo/Man I Am” portfolio project, asking them to illustrate a house for their writing this semester with images of current and future goals.

Mr. Wood regularly attends Rowan PTP classes, Novice Teacher Meetings, and district in-services. Mr. Wood Recently enrolled in M. Ed. School Leadership Program at Wilmington University. Mr. Wood participates in the Extended School-Day BSI tutoring as it continues.

Language Arts: Erica Sloan
J. Harvey Rodgers School

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 began writing cvc words and placing sounds on their fingers.

Students read guided reading books level A. Students located high frequency words within the text, students read on their own, and students completed word work. Students were introduced to the concept of a digraph and were introduced to the digraphs sh and ch

The sight words are, be, from, but, get, came, for, all, got, eat, have, now were introduced. There was also Guided Reading Training held at the Bowe School on February 12th, 2014 9am to 3pm. The guided reading training was very informative. It gave Ms. Sloan good ideas for word works. It also went over the guided reading guidelines and protocol which was very helpful for her.

Jaclyn Haines
Dorothy L. Bullock School

Fountas and Pinnell Benchmark tests are used to determine student reading levels as well as to track level progression throughout the school year. During this month, through the use of the Fountas and Pinnell Leveled Literacy Intervention program, skills were introduced such as distinguishing the difference between fiction and non-fiction, comparing and contrasting, how to create lists of facts from informational texts, etc.

Foundations program is used in order to enhance student's phonological and phonemic awareness. During this month, skills were introduced such as suffixes, vowel teams, and new trick words. Finally, Unit 4 test was administered.

Guided Reading Workshop: Bowe 2/12/14 – Ms. Haines was able to attend a guided reading workshop which went into depth on the purpose and procedures of guided reading. They were able to learn the proper guided reading protocol and were given several ways to instruct various guided reading groups and lessons.

On February 18th, Ms. Haines began picking up a 2nd grade guided reading group. This group of students are at a higher reading level (level J) and the hope is that the extra time she will be able to spend with them will allow them to exit the BSI program.

Math: Anthony Cianciarulo
Glassboro Intermediate School

Mr. Cianciarulo has been focusing on push in during the math plus classes. Math plus is an extra math class for students that need just little more help becoming proficient in math. Normally he stays with the class and assists his co teachers Mr. Willis and Ms. Flaig administer lessons. Mr. Cianciarulo helps all students with their math and sometime even teaches mini lessons to the class.

So far he has taught mini lessons on estimation and problem solving. Mr. Cianciarulo has pulled out students twice. Once for more estimation help and once to help reinforce division skills. He also works with Mr. Willis in one of his 8th grade math classes. Mr. Cianciarulo is used as support, but he has designed two lessons. Mr. Cianciarulo takes notes in that class of what skills to reinforce in math +.

III. CURRICULUM

A. Field Trips

Field trips for the month of February:

DATE	SCHOOL	TO	TIME	BUSES
2/25/14	GHS	Gloucester County Library	2	1
2/27/14	GHS	Jack Frost	13	1
2/27/14	GIS	Philadelphia Zoo	4.5	1
2/12/14	Bowe	Franklin Institute	12	3
2/20/14	Bullock	Philadelphia Zoo	3	1
2/4/14	Pitman	Glassboro Bowling Alley	1.5	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of February: Technology Committee, and the Nurses Committee. Attached are the minutes for each curriculum meeting.

COMMITTEE: District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: February 24, 2014, 2:30 p.m.; Bullock School Conference Room

MEETING AGENDA

1. CPR Training Update/Discussion
2. Sudden Cardiac Arrest Emergency Action Plan Review
3. Danielson Evaluation Tool
4. Supply Budget
5. School Physician/Athletic Physicals
6. Staff 504's

MINUTES

ADMINISTRATORS:

OTHERS: Donna Begolly, Catherine Straube, Nancy Fiebig, Erin Perewiznyk, Marian Dunn

LENGTH OF MEETING: 2:30 p.m. - 4:15 p.m.

SUBJECTS DISCUSSED:

1. **CPR Training Update/Discussion-** Board approved "Healing Hearts, The Tina Voiro Foundation" to do CPR/AED training. Foundation members all work full time so training will most likely take place on an evening in May or June. Full day of Comp Time has been approved for all who attend training, including Nurse who

- facilitates training. Monies that were set aside for CPR training that would have been more costly will be used to purchase an additional AED. We will discuss placement of this additional AED. This will also serve as a back-up AED should it need to be taken to an off-site field trip or used while one of our AED's is out for repair, etc.
2. **Sudden Cardiac Arrest Emergency Action Plan Review-** Thanks to Erin for putting plan together. Plan will be individualized for each building. Plan will need to be finalized and approved by Board. Then Board will need to initiate/ secure correlating policy. Marian and Erin to attend March Safety meeting to discuss plans to implement Janet's Law
 3. **Danielson Evaluation Tool-** Marian has been working on Rubric for Evaluation tool. Will not be used this school year. Once completed will be given to administration for review. This is not official Danielson, but nurse duties/actions and responsibilities have been put into specific rubric columns. If approved, some Administrator training may be needed.
 4. **Supply Budget-** Recent order placed to meet ongoing supply and equipment needs that develop as year progresses. We have had to send one vision litmus tester out for repair and currently have two audiometers that are not working properly. Will need to be repaired or replaced. Any extra supply monies will definitely be used to secure these repairs. Lock boxes will need to be purchased for all refrigerators to ensure meds are locked and separate from any food. Portable nebulizers will be purchased for field trip use at elementary levels.
 5. **School Physician/ Athletic Physicals-** Have been in touch with physicians potentially interested in position, but have not secured physician at this point. Possibility of securing recent School Physician through her new practice group. Ongoing discussion about sports physicals, most of which are no longer done in the schools, based on state recommendations. Also discussed providers for football games.
 6. **Staff 504's-** Direct staff member to District 504 Coordinator

Conclusions reached: Healing Hearts Foundation approved to provide CPR/AED training required for Janet's Law/Once protocol approved, Board will need policy for Sudden Cardiac Arrest/Nurse's will be evaluated for tool currently in use/Still need to replace or repair broken medical equipment/School Physician search in progress. Most doctors do not want to do Sports Physicals in school but rather have students go to medical home as Sate recommends.

Recommendation(s): Communicate with CPR/AED Delegates as training date is set up/Use additional monies for CPR/AED training to secure additional AED/ Plan to repair or replace medical equipment that is not functioning properly/Plan that School Athletic Physicals may be done differently next school year, and possibly not offered at school./ Direct staff member requesting accommodations to District 504 Coordinator.

DATE, TIME, PLACE OF THE NEXT MEETING: May 7th; 2:30 p.m.; Bullock School Conference Room

COMMITTEE: Technology Committee

CHAIRPERSON: George Weeks

DATE, HOUR AND LOCATION OF MEETING: February 13, 2014, 3:30 p.m.; Beach Administration Building

- **Tech Dept.** - Down 2 techs – in process of hiring/calling people back
- **Rodgers** – getting Promethean Tables now, will train in next couple of weeks
- **High School** – training for touch screen TV's will happen as soon as possible
- **Bullock** – remaining laptops will be distributed as soon as repairs are complete, just got the ok to order parts
- **PARCC** – field test being administered at the HS & Intermediate – not scored, just testing how well the software works. Will need test proctor, teacher, tech monitor to proctor test and watch all sessions.
- **Referendum** – if it goes through, they will
 - upgrade/increase transport speeds
 - add wireless capacity and possibly the ability to bring in and connect own devices
 - 1 to 1 initiative for students within the next 4 yrs.
 - Phones will be replaced
 - If referendum does not go through, will still need \$1 million to fix everything (clocks replaced, phones, etc.)
- **Next Meeting** – March 13th - bring laptops

IV. **PERSONNEL**

A. **New Staff Members**

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

Victor Swanki- Long Term Substitute Athletic Trainer
Edward Ewing- Special Education Aide at Bullock School
Rebecca Peterson- Assistant Softball Coach
Caitlyn Troilo- Head Softball Coach
James Screven-Assistant Boys Track and Field Coach
Jason Fingerman- Head Boys Tennis Coach
Michael O'Brien- Part Time Network Technician

B. **Vacancies**

Elementary School Principal
Field Hockey Coaches: Head Coach and Assistant Coach

C. **Substitute Teachers**

List # 8