

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
DIRECTOR OF CURRICULUM, SPECIAL EDUCATION, AND PERSONNEL
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I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of December 31, 2014 there are 18 students enrolled in the alternative evening high school. Ten students currently have an IEP and are serviced by a special education teacher. Four students are part-time. There are three students in the BD classroom. One student is an 8th grader and is working with the intermediate school liaison.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Rona Johnson: ESL Teacher Pre-K – 2nd Grade

There were no new entrants enter into the ESL Program this month.

There were no students to exit the program this month; however, one adult-aged student refused services. By NJDOE's newest mandates, that student is still considered an ELL and will need to be administered the ACCESS for ELLs spring assessment. An asterisk is noted in the district-wide breakdown of students. There were no entrance tests performed this month.

Administration has decided that Pre-Kindergarten services will 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 will receive daily guided reading lessons infused with regular ESL materials and supports. First grade will receive daily push-in or pull-out instruction with guided reading, content, and language arts skill support.

For the month of December, all incoming ELLs received regular services. Translation services were provided for Parent/Teacher Conferences, positive phone calls needed to be made for homeroom teachers, in addition to my normal positive phone calls, and other inquiries.

No conferences or workshops were scheduled this month; however, there will be planning for the next BPAC meeting to be held on January 15th 5:30-7:30 along with the GHS' Multi-Cultural Festival.

Additionally, on November 17th, the ESL Department, Mrs. Sochor, Mr. Edwards, and several teachers and guidance staff were in attendance for the new PLC book club. They have just begun to read, Collaboration by Andrea Honigsfeld; we were

each assigned a chapter to present and expand on. Ms. Johnson presented a power point presentation and recent research on best-practices for Chapter 2, entitled, "Collaboration."

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator

Harvey Rodgers School

During the month of December 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 upper and lower case letters y and x 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 he, in, is, my, so, to, big, funny, and run were introduced. The students are working in the LLI Reading program getting started lessons.

Mari Kay Heyel-Matteo: Basic Skills Coordinator

Dorothy L. Bullock School

FIRST GRADE

In December, there were 22 first graders serviced. There was one new entry on January 6, 2015. $(22+1=23)$

Ms. Peale continued using her first block of RTI working on blending sounds in nonsense words as well as sight word recognition. The Green System of LLI continues to drive her instruction. MS. Peale also works with one second grader. The current total first graders in literacy basic skills are 23.

SECOND GRADE:

Ms. De Frank, in December serviced 22 second graders in literacy basic skills along with one third grader. There were 6 new entries and three re-entries on December 15, 2014. $(22+9=31-1 \text{ to Peale})=30$. Three students tested out. $(30-3=27)$ One student is serviced by Ms. Peale. $(27-1=26)$ Ms. De Frank also continues to utilize the Blue System of Fountas and Pinnell's Leveled Literacy Program to drive her instruction.

The current total of second graders in literacy basic skills serviced by Ms. De Frank is 26. One is serviced by Ms. Peale. $(26+1=27)$

THIRD GRADE:

In December, Ms. Matteo serviced 23 third graders. There were two re-entries on December 15, 2014. $(21+2=23)$. DeFrank serviced one third grader. $(23+1=24)$ 21 of Ms. Matteo's students are currently using the Red LLI system. Students read both fiction and non-fiction texts with emphasis on oral reading fluency and using three voice types based on ending punctuation marks for intonation, reading phrases, comparing characters, summarizing texts, first person point of view, and phonic skills of VCe pattern as in "-ine, -ile, -ide, and -ice", ai, ay, v-e with long /a/ vowel sound, and short vowel sounds. Phonic sort worksheets are given as homework to be written or cut out and pasted in the Literacy Workbooks in the Word Study

section. Student also are given a variety of writing prompts typed up by Ms. Matteo and pasted in their journals to enable them to respond to text, remember the prompt, and to have a word bank to refer to while they are writing. T- charts have been used and modeled to compare and contrast characters. Four students receive extra support with sight words recognition and phonetic sound symbols with Foundations twice a week.

Title 1 Literacy students in third grade serviced by Matteo are 23. De Frank services one student. $(23+1=24)$

Areas of Special Interest:

Ms. Matteo, Ms. Peale, and Ms. De Frank met with Mr. Taibi to review current benchmark assessments given by classroom teachers and possibly add more students. However, students will not exit until January 2015. Bullock staff said farewell to Mary Kate Walsh on Nov. 26 as Amanda Brice returned on December 1. Several Bullock staff also paid their respects to our cafeteria cashier, Linda Murphy, who passed suddenly Thanksgiving morning on Dec. 4. Ms. Matteo and Ms. Peale took 76 students as well as five extra adults to visit the Santa Shop at the Intermediate School on Wednesday December 17. Students shopped for two special adults, had their gifts wrapped, heard holiday stories, sang carols, wrote letters to Santa, played reindeer games, and returned to Bullock with smiles.

Ms. Matteo again attended the GHS Choral Holiday Concert on Thursday December 18 and sang the "Hallelujah Chorus". As a former Madrigal (Select Choir) and choral alumni, it serves as an annual tribute to former choral director at GHS, James "Max" Maxwell. Bullock had a special get together on Dec. 19 to honor our retirees: Angela Mastroeni, Joanne Wirchansky, and Mary Lou LeMaster. Over Winter Break on Dec. 23. Several Bullock staff, including Ms. Matteo and Ms. DeFrank, paid their respects to Bullock second grade teacher, Mrs. Debes, and the loss of her mother on Dec. 23.

Conferences and Workshops Attended:

Ms. Matteo attended the third grade team meeting held on Wednesday Dec. 17, 2014. Ms. De Frank, Ms. Matteo, and Ms. Peale all serve on Bullock's IR&S/C.A.S.T. team which met on Dec. 18, 2014. Ms. Peale has been observing Donna Romalino teach Project Read's "Framing Your Thoughts" Writing Program that BSI used about four years ago. Ms. Peale likes the hand signals and the fact that the program utilizes whole brain learning.

At the end of December, the number of students in the Basic Skills Program at the Bullock School was:

1st grade: 23 2nd Grade: 27 3rd Grade: 24

Total of school: $23 + 27 + 24 = 74$

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

During the last week of October, Mrs. Rencher began to implement LLI with four of my five reading groups. In November, she continued to provide Guided Reading instruction to my fifth group as well as LLI to my other groups. She was unable to

implement LLI with my fifth group due to time constraints which within the program and my schedule. As mentioned in her last report, LLI is the Fountas & Pinnell Leveled Literacy Intervention program. It is a small-group supplementary language arts intervention program. Each lesson is designed to include the following components: comprehension, phonics/vocabulary development, fluency, and writing about reading. This is done through structured lessons on both their instructional and independent level. The focus of this month has been to continue implementing LLI with my four groups. The students and Mrs. Rencher are now accustomed to the daily routines and have begun to fully embrace all of its components. As the year moves on, Mrs. Rencher expects the groups to improve in their ability to respond to higher level response questions either orally or through their writing.

Some of the activities my LLI groups have been working on to help with comprehension include citing textual evidence to support their thinking and discussion of the text, fluency through reading portions of the text aloud, running records to determine areas of need for individual students, writing about their reading to improve comprehension through the use of shared and independent writing, and phonics lessons such as: long and short vowels, suffixes, digraphs, and word roots.

Language Arts: Diane Villec
Intermediate School

Students read novels and finished up learning about cause and effect relationships. Students began the next workshop with an Anchor Video introduction. Students previewed texts to activate prior knowledge and make predictions about upcoming readings, answered questions related to video introduction. Students were also introduced to new workshop target words. Students read three non-fiction articles three times each to develop fluency and comprehension skills. Students summarized each article both orally and in writing.

Language Arts: Michelle Demery
Intermediate School

Math Test Prep 7: The class focused on converting flexibly between fractions, decimals, and percentages, solving problems involving percentages, applying percentages to real-life situation, and standardized test practice.

Math Test Prep 8: The class focused on geometric transformations, applying transformations to real-life situations, and standardized test practice.

During class, students worked independently and in teams to play games, such as MATHO, to practice previously learned and present skills. Students in Mathematics Test Prep 7 also played a percentages board game called “Hunt for Deals.” In addition, students worked with cooperative partners on many activities which allowed them to get out of their seats and move about the room. For a “Percentages Math Lib” students solved real-life percent problems located around the room. In choosing the correct answer, students simultaneously completed a “mad libs” style story to keep students engaged. During a “Sports Scavenger Hunt”, students solved sports-based percent problems located around the room. Once the team completed

each problem, they were able to find their solution on a different poster and begin working on its problem. This allowed students to check their work as they completed the activity.

A “Noteworthy NFL Percentages” activity got students involved in solving football-based percent problems. Students analyzed the percentage of success of current NFL kickers. In addition, students analyzed their own success by creating paper footballs to collecting their own data. Students in Mathematics Test Prep 8 completed an investigation on geometric rotations using tracing paper. Students also completed assignments illustrating the use of transformations in real-life situations. For example, students created and translated ghosts and created and rotated Ms. Pac-man to perform the transformations seen in the popular Ms. Pac-man arcade game. Finally, students were given a performance task which required them to create an artwork design for a company and perform a series of transformations in order to create the company’s logo.

During December Ms. Demery attended STEM Projects in the Middle & High School Math Class.

Mathematics: Jennie Hara
Intermediate School

Emphasis in Language Arts during this unit has been on informational text. Students are focusing on analyzing texts to determine the author’s purpose through studying his/her style, ideas and techniques and well as writing an argumentative piece.

Specific topics this month included:

- Reading Informative Texts
 - Style and purpose of an author
 - Academic vocabulary
 - Comparing/contrasting opposing argumentative texts
 - Claim, reasoning and evidence of argumentative text
 - Persuasive techniques and elements
 - Composing an argumentative essay
 - Analyzing PARCC samples
 - Developing and writing an argumentative essay based on PARCC prompt

January 8, 2015 – Language Arts department workshop with Steve Hempel. The purpose of the workshop was to introduce the Writing Workshop GIS will be implementing in the upcoming school year. We were informed in great detail the objective, layout and design of the Lucy Calkins’s Writing Workshop. I was impressed with the great detail with which the Writer’s Workshop’s lessons’ are developed. I am eager to implement a structured Workshop into my classroom to see the progress of my students’ writing.

Mathematics: Amy Stewart
High School

Throughout the month of December, program emphasis was on the formulation and solution of equations and inequalities using several different strategies, i.e. using tables, graphs, and formal reasoning methods.

Language Arts: Christi Baldissero
High School

During the month of December the students in the Test Prep class read critically to understand the depth of bonding between prisoners and the uprising at the Auschwitz Concentration Camp. As they continued to read Elly, they cited textual evidence to support a well-constructed analysis of the physical and emotional responses that were seen in the concentration camps. The students also read about the uprising at the Auschwitz concentration camp and wrote letters to those brave seven women that blasted Crematorium IV. Their letters expressed depths of emotions, as well as, analytical skills. At the end of December the students received their scores from the October 2014 HSPA exam. She is proud to report that one student passed the exam with advance proficient. The two other students in the class passed the exam with proficient scores, as well as a 10 point increase from their first score.

During the month of December the students in the English Language Arts Class focused on writing a subject analysis on The Odyssey. Students took to work finding textual evidence to support Penelope and Odysseus as an epic hero, then had to make the decision on which one was the actual Epic Hero. The students expressed ability in effectively prewriting for an essay. Each student was able to show improvement in analytical thought and structure of writing. Students spend time studying compositional risk in order to attempt compositional risk in their own papers. Students were provided with past student samples and a number of anchor posters in class to facilitate a productive writing environment.

Students in the HSPA class began to plan a trip to the Holocaust Museum which will be taking place in January, while students in the English Language Arts class finished their Subject Analysis and displayed their work in the classroom.

Ms. Baldissero did not attend any conferences this month. Though she thought that it was exceptional that the Test Prep students passed the exams with the scores that they received. A jump of ten points for the two students who had previously failed is a wonderful accomplishment, along with the students who passed with advance proficient scores.

III. CURRICULUM

A. Field Trips

Field trips for the month of December:

DATE	SCHOOL	TO	TIME	BUSES
12/6/14	GHS	Salem Parade	11.5	2
12/8/14	GHS	Masso's	1	1

12/12/14	GHS	NYC	8.5	1
12/15/14	GHS	Longwood Gardens	6	1
12/16/14	GHS	Pennsville	2.75	1
12/17/14	GHS	Summit Place/Sr. Center	3	2
12/19/14	GHS	Chocolatrium	4.5	1
12/5/14	Intermediate	Walnut St. Theatre	5	1
12/9/14	Intermediate	GHS	1	1
12/9/14	Intermediate	GHS	3	2
12/22/14	Bowe	GHS	6	2
12/17/14	Bullock	GIS	2.5	1
12/2/14	Pitman	Phila. Art Museum	5	1
12/4/14	Pitman	PHS	5	2
12/8/14	Pitman	Masso's	1.5	1
12/9/14	Pitman	PHS	2.5	1
12/10/14	Pitman	Auletto's	3	1
12/15/14	Pitman	Auletto's	3	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of December, the World Language Committee:

District World Languages Curriculum Committee Meeting Notes:

Date: Dec. 11, 2014 (3:15 to 4:15 pm)

In attendance:

Katiria Ortiz (Bowe); Patricia Villarreal (GIS); Anne-Sophie Meeks (GHS)
(Unable to attend-Patricia Yanez, Madji Fall, & Caterina Dawson)

I. District Lesson Collaboration

GHS Madame Meeks will be communicating via skype during the second semester with Ms. Villarreal to help with interview French assessments.

It was mentioned that Ms. Villarreal could come up to the high school for a day to observe the GHS world language classes during the spring semester.

GHS French IV honors students will present the puppet show "Beauty and the Beast" in French on Friday Dec. 19th to Madji Falls' 3rd grade class at Bullock School.

Letter exchanges/skype sessions between the district buildings shall continue this year. Last year we found these exchanges very valuable for our students.

When Ms. Ortiz returns from her maternity leave in the spring, she hopes to exchange letters once again with Ms. Yanez's GHS Spanish students.

II. Festival—Thurs. Jan. 15th 6:30 pm food

Mrs. Ortiz shared pictures from her power point and her ideas with us at the meeting. This power point will be put on display at the festival in the auditorium. She plans to email her final power point in the coming week.

Ms. Villarreal will be inviting her top 10 GIS world language students to participate in the festival with their families. We discussed how she will need to create a letter and invitation for these students. Ms. Villarreal plans to inform students before break if they were selected. Families of these students will be asked to prepare dishes and bring them to the festival.

We then discussed in what ways the elementary world language teachers can help the high school teachers at the festival. The elementary world language teachers will arrive by 6:00 pm at the latest to assist the high school teachers as needed before the high school students and their families arrive.

IV. PERSONNEL

A. New Staff Members

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

Annelise Walker- 3rd Grade Teacher
Bernadette Baum- Art Teacher at Bullock
Heather Arroyo- Instructional Aide at Rodgers

B. Vacancies

Assistant Softball Coach
Computer Applications Teacher
Spring Musical Choreographer
Basic Skills Teacher (Part-Time)
Instructional Aide

C. Substitute Teachers

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