

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

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

May 28, 2014

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

As of January 31, 2014 there are 17 students enrolled in the alternative evening high school. Nine students currently have an IEP and are serviced by a special education teacher. Four 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 – 2<sup>nd</sup> Grade**

Ms. Johnson had one new entrant for the month of April and had no new exiting students from the ESL Program for the month of April.

The WIDA's ACCESS for ELL's annual spring assessments were administered to 72 ELL's this spring. Ms. Johnson administered 13 one hour individual kindergarten exams, 11 Tier A 1-2 grade cluster exams, and 22 Tier B 1-2 grade cluster exams respectively over the course of three weeks. The tiered exams consist of 1 ½ hours of listening and reading assessments, 1 ½ hours of writing assessments, and 15-20 minute speaking assessments. The testing periods were March 24th-April 10th. The exams, along with other district ESL teacher's exams were sent back on April 11th.

Additional testing this month will include NJASK for 7th and 8th grade, which Ms. Johnson asked to proctor and provide modifications for the district's four 7th grade ELLs during the week of April 28th-May 1st.

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 April, all incoming ELLs received services after April's testing was completed. Some services will be interrupted during the week of April 28th due to NJASK proctoring.

Due to statewide ACCESS testing, no workshops are planned for the month. However, a professional development session sponsored by NJTESOL of Atlantic Co. is planned for May along with the ESL department's plan to attend the annual conference at the end of May in Somerset, NJ.

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 March 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 there, was, your, her, of, they, then, went, must, this, with and new were introduced.

The students are working in the Leveled Literacy Intervention Program by Fountas and Pinnell. Student groups are working in A, B or C level 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).

Mrs. White attended the Leveled Literacy Training on May 10th.

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

#### **FIRST GRADE:**

At the beginning of March, 40 students were serviced in first grade. One student transferred on March 31, 2014.  $(40-1=39)$  There were six new entries by April 9.  $(39+6=45)$

The current total first graders in literacy basic skills serviced by Ms. Peale are 41. One is serviced by Ms. De Frank and three by Ms. Haines.

#### **SECOND GRADE:**

At the beginning of March, 50 students were serviced in second grade. However, 21 students tested out and one student was classified.  $50-22=28$ . There were two new entries as of April 4, 2014.  $28+2=30$ .

The current total of second graders in literacy basic skills is 30 with 27 serviced by Ms. DeFrank. Ms. Haines will service three second graders.

### **THIRD GRADE:**

In March, students were assessed on foundations Unit 4 on suffix endings of “-er, -ing, -est, and -ed”. Groups read both fiction and non-fiction text at levels M and N. Phonics skills presented and reviewed included contractions, one and two syllable words, as well as suffixes of “-er, -est, -ing, and -ed”. Rules of when to drop y, change to y and add vowel suffix and doubling final consonant in a closed syllable word such as “hop” before adding most vowel suffixes.

Title 1 Literacy students in third grade are 34. Ms. Matteo will service 23 and Ms. Haines will service 11.

Progress reports for trimester 3 were sent home with student report cards on March 21. Ms. Matteo attended the Board Meeting on Wednesday March 26 and also met with Ms. Brice to stuff treat bags for all staff for April on this same day. School Leadership Team members each took a month, beginning in January, to distribute treats with a positive message for all staff at Bullock. Ms. Matteo also completed “Star Students of the Month” certificates for a free kid’s meal at the Texas Roadhouse for star students for the month of March.

A special farewell assembly for Bill Lundahl was held at Bullock on Thursday, March 27. A special book of memories and well wishes was composed by staff members to give him. Staff wore Eagles attire in honor of Bill’s love for the Eagles. Ms. Peale visited Roger’s School kindergarten classes on March 5. She found the visit very informative.

Ms. Matteo was the recorder for Bullock’s SLT (School Leadership Team) which met on March 10. Ms. Matteo, Ms. Peale, and Ms. DeFrank met with Mrs. Sheridan on March 12 to review trimester 3 schedules. Ms. Matteo, Ms. Peale, Ms. De Frank, and Ms. Haines all attended a two day training of Fountas and Pinnell’s Leveled Literacy Intervention Program on March 17 and March 18 at the board office. Ms. Matteo, Ms. De Frank, and Ms. Haines met Friday March 21 to discuss options if four more first graders are added and how to best assist Ms. Peale.

As of April 7, the number of students in the Basic Skills Program at the Bullock School was: 1st grade: 45 2nd Grade: 30 3rd Grade: 34

Total of school:  $45+30+34=109$

**Jacqueline Tartaglione: Basic Skills Coordinator**  
**Thomas E. Bowe School**

Guided reading comprehension skills taught were text analysis of vocabulary in context, author's purpose, sequence of events, problem and solution, cause and effect, main idea and supporting details, compare and contrast, draw conclusions, descriptive language, literal and inferential questions with text support, search for information in graphics, create summaries, characterizations, opinions, support predictions with evidence, fact and opinion, use illustrations to convey meaning, form implicit questions and search for answers, form categories of related information, and determine importance. The fluency focus was reading dialogue with phrasing and expression, and demonstrating appropriate stress on words, pausing and phrasing, intonation, and use of punctuation that reflects understanding.

Grade five math skills reviewed with students were use unit fractions to solve fraction-of problems and unit percents to solve percent—of problems, collect and organize data from charts and maps, find common denominators for pairs of fractions, convert between fractions and mixed numbers, common denominator method to solve division of fractions, translate numbers written in scientific notation, organize, interpret and display data using a table, chart or list, use data to make predictions, use landmarks to identify data sets, use formulas to find areas of triangles and parallelograms, identify and define the base and height of triangles and parallelograms, compare inch and centimeter measures for length and area, use sampling to make an estimate for surface area, use latitude and longitude coordinates, use formula to calculate volume of rectangular prisms and prisms, write number sentences with variables to model volume problems, and problem of the day using model curriculum.

Read 180 continues on Tuesdays and Wednesdays.

Ms. Tartaglione assisted school testing coordinator with NJ ASK preparation and distribution of materials.

**Language Arts: Diane Villec**  
**Intermediate School**

During the month of April, students read their leveled novels and completed journaling and questions regarding their individual novels. Students read Workshop 5 magazine articles three times each to understand and comprehend content, as well as develop fluency when reading. Skills emphasized in this workshop included identifying problems and finding solutions as well as making inferences and summarizing non-fiction text. Students practiced using new academic vocabulary in both speaking and writing.

As well as reading both individually and in a guided reading setting, students also completed writing speculative stories. Students were asked to place themselves into the setting of their favorite story or novel and complete a story following a plot line. Students were also given several speculative story starters and asked to complete the story in a timed setting.

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

During the month of March, the students finished up Unit 3: theme and symbols. The students also are finishing up their speculative essay. They also began test prep at the end of March. The students are working on reading both fiction and non-fiction texts and answering both multiple choice and open ended questions. The students are beginning to work on the persuasive and narrative essays in the test booklet.

The students continued working on close reading with poems, informational texts, and fiction stories. First and second block also created their own folk tales which they will present to the students of Rodgers School sometime after the NJ Ask.

Ms. Meehan began reading the Comprehension and Fluency and Teach Like a Champion books.

**Mathematics: Timothy Hagerty**  
**Intermediate School**

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

Specific topics this month included:

Geometric Series  
Arithmetic Series  
Graphing Linear Equations  
Polynomials

PARCC training- For the teachers that are administering the Field PARCC test we had an afternoon of training on the test. Mr. Hagerty considers the few hours they spent together both necessary and beneficial in making the participants more comfortable about the new test.

**Mathematics: Amy Stewart**  
**High School**

Three students transferred into the program from other schools and one student exited via transfer during April.

Throughout the month of April, program emphasis has been on patterns in shapes. Students used many manipulatives to investigate triangles, quadrilaterals, and polygons. They investigated the rigidity of figures as well as the properties which define each figure. Students spent a great deal of time applying their algebra skills when investigating quadrilaterals on the coordinate plane. Many of the topics covered include the Triangle Inequality Theorem, triangle congruence, properties of

special quadrilaterals, parallel and perpendicular lines, and constructions of regular polygons using compass and rulers.

When investigating the properties of quadrilaterals, students plotted quadrilaterals, parallelograms, trapezoids, isosceles trapezoids, rectangles, kites, rhombuses, and squares on the coordinate plane. They measured the sides, angles, and diagonals of all of the figures. Then, in groups, they randomly chose a figure and compared and contrasted it to all of the other quadrilaterals. They created large model of their figure and all of the facts about their figures and presented them to the class. All student work was posted around the room for students to observe. Students were very engaged in the activity.

### **Language Arts: Christopher Wood** **High School**

In April 2014, students finished an intense study of Homer's epic form. Students constructed formal expository essays in literary analysis to demonstrate their proficiency in forming a thesis, supporting that idea with textual evidence, and constructing the paper in organized, MLA format. Students also got their first taste of Shakespeare and are preparing for our planned field trip on May 14 to see "Romeo and Juliet" performed at the Philadelphia Shakespeare Theatre.

Students in English I READ 180 finished their 8th Workshop of the year entitled "Money Matters." As a supplemental activity, students were allowed to "buy" shares of stocks and track them over a week's time to see who could increase their value the most. A winner was crowned. Students also compared and contrasted profiles on Bernie Madoff and Charles Ponzi in informational and nonfiction articles. Regular vocabulary and software instruction continues.

During the unit on financial stories and fraud, Mr. Wood brought in various paper tender pieces he had acquired in Africa. Students were allowed to study the money between their fingers and were asked to write down what they could gather about the people of that country.

Mr. Wood regularly attends Rowan PTP classes, Novice Teacher Meetings, and district in-services. Mr. Wood recently enrolled in the M. Ed. School Leadership Program at Wilmington University. Title I Extended school-day BSI tutoring continues which Mr. Wood participates in.

### **Language Arts: Erica Sloan** **J. Harvey Rodgers School**

During the month of April the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students began writing high frequency words, sight words, and words that contained digraphs and blends. Students also wrote sentences that contained high frequency words and sight words.

Students read guided reading books level A and B. Students located high frequency words within the text, students read on their own, and students completed word work. Students were introduced to the concept l blends and r blends and were introduced to the digraphs ch, wh.

The sight words there, was, your, her, of, they, then, went, must, this, with, new were introduced.

Leveled Literacy Invention Training April 17th 2014 Rodgers School

The training was very informative. It taught me how to use all the resources and materials in my kit. Ms. Sloan has now switched up lesson plans to utilize her skill kit to its full capacity. One of her groups was used for a sample lesson by the instructor. Ms. Sloan was able to learn some new strategies for working with my groups.

**Jaclyn Haines**  
**Dorothy L. Bullock School**

Fountas and Pinnell LLI assessments are used to determine student reading levels as well as to determine the effectiveness of the lessons being taught. Sitton sight word testing is used to determine the percentage of words that each student is able to recall by sight.

Fountas and Pinnell Leveled Literacy Intervention Program is used in order to help aid in the progression of students reading abilities. During this month, through the use of the Fountas and Pinnell Leveled Literacy Intervention program, skills were introduced such -as using venn-diagrams to compare and contrast, recognizing multi-syllable words, understanding consonant letter sounds, as well as using proper phrasing when reading, following punctuation within text, and utilizing the text features within non-fiction text.

On 4/8/14 Ms. Haines attended a conference with Mrs. Sochor: This conference was to discuss her future plans within the district. On 4/17/14 there was a half day in-service/ LLI Training. This was the concluding meeting of the Leveled Literacy Intervention training that took place in March. Questions were addressed based on the program and observations were made based on groups of BSI Kindergarten students.

**Math: Anthony Cianciarulo**  
**Glassboro Intermediate School**

Along with being used for push in and pullout math help, Mr. Cianciarulo has started teaching lessons in Mr. Willis' class. He is teaching lessons in math plus that reinforced skills that are determined by observation that the students need. As of late Mr. Cianciarulo has been teaching Ms. Miller's classes as coverage. He has been the sole teacher in the room and has been making sure the students are continuing their math education in Ms. Miller's absence.

Mr. Cianciarulo has applied to attend a workshop about using projects that reinforce common core standards. He is also participating in Glassboro Math Night and presenting to students and their parents about fractions.

### III. **CURRICULUM**

#### A. **Field Trips**

Field trips for the month of April:

<b>DATE</b>	<b>SCHOOL</b>	<b>TO</b>	<b>TIME</b>	<b>BUSES</b>
4/4/14	GHS	Cam. Co. College	5	1
4/8/14	GHS	Phila. Airport	1.5	1
4/11/14	GHS	Phila. Airport	1.5	1
4/14/14	GHS	Wells Fargo Center (cancelled)	1	1
4/23/14	GHS	Franklin Institute	5	1
4/30/14	GHS	Aulettos	2	1
4/9/14	GIS	Wilson Hall	1	1
4/1/14	Bowe	Rodgers School	1	1
4/8/14	Bowe	Georgian Ct. Univ.	7.5	1
4/24/14	Bowe	Rowan University Library	1	1
4/28/14	Bowe	Rehearsal to GHS	4.5	3
4/9/14	Rodgers	Rowan Planetarium	3	2
4/11/14	Rodgers	Rowan Planetarium	3	2
4/10/14	Pitman	Haddonfield MS	5	1
4/24/14	Pitman	GCC	2	1
4/28/14	Pitman	Camp Okinickon	18	6
4/29/14	Pitman	Camp Okinickon	21	6
4/22/14	ACA	Please Touch Museum	4	1
4/25/14	ACA	Eastern State Penn.	5	1

#### B. **Curriculum Committees:**

The following curriculum committees met at the end of the school day, during the month of April: Attached are the minutes for each curriculum meeting.

There were no committee meetings in April.



#### IV. **PERSONNEL**

##### A. **New Staff Members**

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

Erik Priggemeier- Substitute Bus Driver

Mary Clark-Substitute Bus Driver

Richard Taibi- Principal of the Dorothy L. Bullock School

##### B. **Vacancies**

Elementary School Principal

Supervisor of Special Services/Child Study Team Supervisor

Television Production Teacher

Grade 3 Elementary Teacher

High School Physical Education Teacher

High School Social Studies/ Psychology Teacher

Kindergarten Teacher

Grade 4 or 5 Elementary Teacher

Instructional Aide

##### C. **Substitute Teachers**

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