

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

March 18, 2015

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of February 2015 there are 15 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 two students in the BD classroom. One student is in the 8th grade and is being serviced by an 8th grade teacher as well as the night school staff.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

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

We had no new entrants into the ESL Program this month. We have no students exit the program this month. We had no entrance tests performed this month; however, CST admitted one of our ELLs into the Special Ed. program due to neonatal hearing lose. She receives her ESL services by pull-out with me along with two other ELLs.

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 February, all incoming ELLs received regular services. Translation services were provided for positive phone calls needed to be made for homeroom teachers, in addition to my normal positive phone calls, and other inquiries.

Additionally, Ms. Johnson coordinated with Erin Williams for the upcoming WIDA ACCESS for ELLs that will occur this spring. We are planning on testing 5 additional students in which their parents rejected services for their ELLs per the newest NJDOE mandates.

On February 9th, the ESL Department, Mrs. Sochor, Mr. Edwards, Mr. Taibi and several teachers and guidance staff were in attendance for the new PLC book club. We are reading, *Collaboration* by Andrea Honigsfeld. Colleagues, Melissa Screven and Madji Fall presented power point presentations and recent research on best-practices for Chapters 4 and 5.

The ESL Department attended the NJDOE sponsored workshop designed to feature the MODEL curriculum on Thursday, February 19th.

Additionally, Ms. Johnson attended an ESL informative meeting with NJTESOL/NABE, Inc. after school which was held in Ventnor on Monday, February 23rd. We discussed the implications of the upcoming PARCC exams combined with ACCESS' timelines. Some ELL teachers will not be providing ESL services from 3/2 to Memorial Day which is a huge disservice!

Furthermore, the ESL Department met on Thursday, February 26th to plan for this spring's ACCESS testing which will occur from March 2nd to April 24th. This year's testing ends the use of paper and pencil tests for grades 1st through 12th. Kindergarten will remain one-on-one and paper and pencil; but the upper grades will utilize computers and need headphones with speaker capability.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator

J. Harvey Rodgers School

All new kindergarten registrations were administered the KDI and letter/sound 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, vowel and digraph.

The sight words are, be, from, but, came, get, for all, got, eat, have and now were introduced. The students are working in the LLI Reading program. The major area of focus is voice to print.

Mari Kay Heyel-Matteo: Basic Skills Coordinator

Dorothy L. Bullock School

FIRST GRADE

In February, Ms. Peale serviced 22 first graders. However, there were nine new entries and three re-entries. (22+9 NE=31+3RE=34). On February 13, 2015 Ms. Peale attended the teacher in-service on bringing culture into the classroom. This is an area Ms. Peale really enjoys and would love to see more of in the BSI program itself. Whenever possible, Ms. Peale encourages her students to make text to life connections. Ms. Peale also had the opportunity to observe Ms. Harris teaching the LLI Program. This observation gave Ms. Peale the opportunity to get a better understanding of how to teach the program to children who are risk for being classified. Ms. Harris was very gracious with sharing her insight and Ms. Peale learned several new tips on how to make instruction even more direct for these students.

The current total first graders in literacy basic skills are 34.

SECOND GRADE:

In February, Ms. DeFrank serviced 26 second graders in literacy basic skills along with one third grader. One student transferred on March 3, 2015. ($26-1=25$). Ms. Peale services one second grader. ($26+1=27$). During the month of February the second grade BSI students worked on reading with phrasing, pausing, and appropriate stress on words, composing and writing sentences to summarize a story, recognizing and using consonant digraphs, recognizing and using letters that represent consonant clusters at the beginning and end of words, recognizing and using letters that represent no sound, and recognizing and using letter combinations that represent long vowel sounds. The students are working in the LLI Reading program. The major area of focus is fluency.

The current total of second graders in literacy basic skills serviced by Ms. De Frank is 25. Ms. Peale services one second grader. ($25+1-26$)

Lynn McConnell began Math BSI support services for grade 2 March 2, 2015.

THIRD GRADE:

In February, Ms. Matteo serviced 24 third graders. Five students receive extra support with sight words recognition and phonetic sound symbols with Foundations twice a week. Beginning February 24, an additional first grade student is now serviced twice a week in Foundations for 25 minutes by Ms. Matteo as an outcome of the C.A.S.T meeting on Friday February 20, 2015. A second first grader was added to this RTI group on March 9, 2015.

Students continue to read, discuss, and write about text using the LLI program. Two groups just completed their first chapter book, "A Very Good Lie". Over the course of five days, discussion evolved and students shared their thoughts and on the last day wrote about the text in their writing journals. Level L students began reading their first level M book and level M students are gradually moving towards reading level N books. Students read both fiction and nonfiction text. Phonics skills emphasized included suffix endings of "-er, -ing, -ed", -es, -s, words ending in consonant digraphs and consonant blends, prefixes of "re- and -un", adding suffix "y" to a noun to make it an adjective, and two syllable words with VCV pattern where syllables are open or closed as in "lemon and spider".

Title 1 Literacy students in third grade serviced by Matteo are 24. De Frank services one student. ($24+1=25$)

Areas of Special Interest:

Bullock had Jean's Day the first week of February for the American Heart Association. Bullock's Garden Club held a Jean's Day on February 27 to assist in raising funds for this project spear-headed by Ms. Harris. The week of March 2, Bullock celebrated Dr. Seuss' birthday by wearing crazy socks on Monday, hats, and even dressing as a favorite character. Ms. Peale, Ms. De Frank, and Ms. Matteo are all proctors for the PARCC testing the week of March 9 from 9-12PM. Matteo is also assessing one third grader during the first session.

Conferences and Workshops Attended:

All BSI staff attended the PARCC training held at Bowe School on Tuesday, February 10. Ms. De Frank, Ms. Matteo, and Ms. Peale all serve on Bullock's

IR&S/C.A.S.T. team which met on Friday, Feb. 20, 2015. BSI Staff attended the PARCC workshop given by Mrs. Brice on Monday March 2 from 2:45-3:45PM.

The number of students in the Basic Skills Program at the Bullock School, as of March 3, 2015 is:

1st grade: 34 2nd Grade: 26 3rd Grade: 25

Total of school: $34 + 26 + 25 = 85$

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

There were no new students were placed in the program based on their 2013 NJASK scores or who exited this month.

LLI is the Fountas & Pinnell Leveled Literacy Intervention program which Ms. Rencher uses with four of my five BSI groups. It is a small-group supplementary language arts intervention program, with each level having been divided into 34 lessons. Each lesson is designed to include the following components: comprehension, phonics/vocabulary development, fluency, and writing about reading. The lessons take anywhere from two-four days to complete depending on the amount of time a group meets each day as well as the number of students per group. LLI 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 which are working on the following levels: level O (four students), level R (six students), level U (five students), and level V (four students). The students and Ms. Rencher are now accustomed to the daily routines and have begun to fully embrace all of its components. As the year moves on, Ms. Rencher expects the groups to improve in their ability to respond to higher level response questions either orally or through their writing. Since the PARCC test will begin in March, Ms. Rencher began teaching the test prep lessons in LLI, the last two weeks of the month. These lessons provide guided practice and then independent practice in reading passages and either answering multiple choice questions or responding in writing. Each level of LLI comes with three test prep lessons, which take between two to three days each to complete. These lessons focus on how to answer multiple choice questions, eliminate wrong answers, as well as going back in the text for support during written responses.

Since Ms. Rencher's fifth group's meeting time does not fit within the LLI program, Ms. Rencher is doing Guided Reading with them. This group has two students who are working on a level W. This month we focused mostly on thinking beyond and about the text while using informational text and articles from ReadWorks. The students continued to read a fictional book study which included vocabulary activities, comprehension questions dealing with author's purpose, main idea, and summarizing, inferring and analyzing characters actions. This book study also allows for written responses requiring the students to cite textual evidence to support their answers. Even though the students in this group are not using LLI, we did use

the test prep lessons to help prepare for the PARCC in March. We used the last two weeks of the month to practice for the PARCC, just as she did with her other groups.

Some of the activities Ms. Rencher's 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, blends, prefixes, r-influenced vowels, and word roots. Ms. Rencher attended PARCC training at Bowe School.

Language Arts: Diane Villec
Intermediate School

During the month of February, students' continued to work on Workshop 2 When Disaster Strikes. Included in this workshop are three short readings. The first is a news article, the second a magazine article, and finally there is a science text. Student's read the news article *Struck by Lightning* 3 times to develop fluency. Student's used text markings to summarize an aspect of the text. In reading number 2, a magazine article: *A Mountain on Fire* students used text markings, signal words, and a graphic organizer to summarize events. Reading number 3: *Hurricanes-The Monster Storms* was a science text that was also read 3 times to develop fluency. In a small group setting, we summarized the topic and important details, determined main idea and supporting details, and sequence of events. Also in a small group setting we discussed each text using complex sentences and formal English. Along with reading each text several times for comprehension and fluency, we also started a novel. Students are reading *Lost and Found*. From this novel they are identifying the plot line, conflict and resolution, main idea and supporting details, and learning vocabulary in context.

Along with small group discussion, we used new academic vocabulary in complete sentences and also practiced previously taught words. Students were able to articulate oral summaries using present-tense reporting and citation verbs.

Language Arts: Michelle Demery
Intermediate School

Math Test Prep 7: Throughout the rest of February and the start of March, the class focused consistent PARCC test practice and STEM challenges.

Math Test Prep 8: Throughout the rest of February and the start of March, the class focused consistent PARCC test practice and STEM challenges.

During class, both grade levels worked independently to solve PARCC practice test questions. In addition, students worked in teams to play games, such as MATHO, and complete stations to review previously learned skills to prepare for the PARCC test. To balance out the skill practice, the students also worked independently and in teams to apply their problem solving skills to complete STEM challenges. For example, students were asked to design and create a car using all edible materials.

The goal was to create a car which would roll down a ramp at the quickest speed. After creating their car, students timed it as it rolled down the ramp and to calculate its speed. Students also needed to determine why their car was a success or failure as well as what is needed to make a car a success or failure.

Mathematics: Jennie Hara

Intermediate School

Emphasis in Language Arts during this unit has been on writing informational text and reading literature for tone, theme and style. 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. Students are also spending time and focus on citing textual evidence and summarizing main ideas effectively. Specific topics this month included:

- Reading Literature
- Writing Argumentative Essays
- Style, theme and tone of literature
- Academic vocabulary
- Taking practice PARCC PBA's
- Developing and writing an argumentative essay based on PARCC prompt

Mathematics: Amy Stewart

High School

Throughout the month of February, program emphasis was on the formulation and solution of linear inequalities in one and two-variables using several different strategies, i.e. using tables, graphs, and formal reasoning methods. Students compared and contrasted linear equations and linear inequalities to better understand each topic.

Ms. Stewart attended a Maker's Studio Tour, Maker's Studio at GC Library, 2/20/2015. The teachers were given a tour of the studio and all of the latest equipment available. We were shown the button maker, vinyl sign maker, acoustical studio, Blender 3D software, 3D printer, Lego robotics, Raspberry Pi microcomputer and an Arduino microcontroller.

Language Arts: Christi Baldissero

High School

All three students passed the HSPA exam in October. During the month of February, Ms. Baldissero's English Language Arts class began a new semester. To begin the semester the students focused on the writing process and how to format an academic essay. The students spent time exploring different aspects of self-esteem and how self-esteem can shape the people the students are today. To go along with the writing unit, my students also began a short story unit in which they were able to explore different fictional characters in some of the most well-known short stories in literature. In their exploration of characters students focused on motivation and conflict. Each student participated in TPTs and creating plot diagrams which expressed understanding of the story, but most importantly, understanding of character and author motivation.

The students attended a performance of Romeo and Juliet in preparation for our upcoming Shakespeare unit. The students had a wonderful time. The play was set in modern day Philadelphia and portrayed the character's cell phones to be their most dangerous weapon. The students were able to connect to the modern day references while still coming in contact with the original Shakespearean language of the play.

Ms. Baldissero participates in presenting close reading to the high school English and History teachers along with Mrs. Sochor and Mr. Hempel.

III. CURRICULUM

A. Field Trips

Field trips for the month of February:

DATE	SCHOOL	TO	TIME	BUSES
2/12/15	GHS	Camden Co. College	10	2
2/12/15	GIS	Philadelphia Zoo	10	2
2/18/15	GIS	Exxon Mobile Plant	5	1
2/20/15	Bowe	Glassboro HS	1	1
2/13/15	Bullock	Rutgers Camden Center	2	1
2/18/15	Bullock	Philadelphia Zoo	5	1
2/20/15	Bullock	Philadelphia Zoo	5	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of February, Science Fair Committee, the Nurses Committee, and World Language Committee.

COMMITTEE: Science Fair Committee

CHAIRPERSON: D. Barr, J. Moore

DATE, HOUR AND LOCATION OF MEETING: February 4, 2015 Bullock School

AGENDA

1. Review this year's packet
2. Discuss the Science Fair webpage—what's on it what needs to be put there
3. Schedule of future meetings

MINUTES

ADMINISTRATORS:

OTHERS:

Jennifer DiLorenzo
Shannon Batten
Stephanie Bernstiel

Susan Powers
Dennis Scheuer

Lacy Lupi

LENGTH OF MEETING: 1 hr

SUBJECT(s) DISCUSSED

Packet dates are okay, will change cover graphic to include kid projects

Add photo release info to the blue form

Once forms are corrected they will be on the webpage

Links for project ideas will also be on the webpage

Next meeting will be March 5th—at Bullock at 345

CONCLUSION(s) REACHED:

RECOMMENDATION(s):

DATE, TIME, PLACE OF THE NEXT MEETING: March 5, 2015 at 345 Bullock School

COMMITTEE: District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: February 25, 2015, 2:30 p.m., Bowe School

MEETING AGENDA

1. Incident Report Specifics
2. Sub Nurses and Coverage when No Sub Available
3. Field Trips- small trips when students have meds
4. Bus Accidents- report of recent accident and how it was handled
5. CPR/AED training- final number to me by end of month
6. Supply Budget
7. 504 plans and asthma- related to attendance
8. Nutri-Serve

MINUTES:

ADMINISTRATORS:

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

LENGTH OF MEETING: 2:30 P.M. - 5:00 P.M.

SUBJECTS DISCUSSED:

1. **Incident Report Specifics-** Reviewed recent information sent by Marissa Fernandez related to report completion. Recent recommendation to have employee fill out top portion of report or either employee or Administrator fill out “Recommend Corrective Action” portion. Further discussion will take place. May have form put into two separate pages so that nurse can work on Nurse Section expediently, while employee completes his/her section.

2. **Substitute Nurse and Coverage when No Sub Available-** Discussion and nurse group agreed that Nurse who is on release day for teaching or some other function, will not give up her sub when another nurse is absent with no sub coverage. This is too disruptive to the plans the nurse has in place. Nurses agree that we will continue to cover buildings for meds and emergencies as typically done when there is a building without a nurse. Concern/ discussion about lack of nurse subs and limited availability. Some subs work in other districts. Substitute Nurse Position was recently posted and should be ongoing posting, but there has been no interest. This needs to be looked at further to help minimize occurrences of having a building without a nurse.
3. **Field Trips and Nurse Coverage-** discussed that there are an increasing number of smaller field trips. Also concern that nurses are not regularly notified of upcoming field trips. This makes it challenging to prepare for student's health needs. Concern for increased number of small trips, as students who have medications ordered (for scheduled or as needed use) may not have access to these medications if there is not a sub nurse available to attend the trip. This warrants further discussion at the Administrative level for direction on how to proceed.
4. **Bus Accidents-** Recent bus accident in Philadelphia and EMT's were called to scene to assess all students and staff on bus. All were cleared to return to disposition. Nurse group has had a strong desire for this to be protocol for all bus accidents. EMT's work in "the field" and have expertise in dealing with and assessing injuries from Motor Vehicle Accidents. They are in best position to make best decision about student status, injuries, and disposition. Marian did discuss this preference on behalf of School Nurses with Susan Spence and will discuss further with Administration.
5. **CPR/AED training-** small class will be held by Healing Hearts this year to ensure that all buildings consistently have 5 CPR/AED certified staff. May be held off-site depending on number of persons involved. Please send number of personnel from your building to Marian by March 6th, so that plans can be finalized.
6. **Supply budget-** final supply budget from this school year being finalized and will be sent to Marian and then to Deneen within the week. Any other items needed, will need to be ordered in the 2015-2016 budget as all funds for this year will be spent.
7. **504 Plans and Asthma-** We have many students with asthma in our buildings. A 504 Plan for Asthma is not standard practice and would

typically be an exception for a very unstable asthmatic who has frequent Emergency Room and allergist visits, as well as frequent visits to school nurse for uncontrolled asthma exacerbations. This student would have an Asthma Action Plan ordered by doctor and daily asthma medication regimen (may be seasonal) as well as prn asthma meds used in school. Request for 504 Plan request would need to be initiated by child's medical provider. The goal is for any child with asthma to attend school and participate in school activities regularly. Asthmatics who are controlled optimally, typically miss very little time from school and can participate in academic program regularly.

8. **Nutri-Serve-** has a new Director and her name is Trenay Parker. Nurses will reach out to her as needed to discuss individual building concerns.

Conclusions reached: Incident report process may be adjusted to enhance accuracy of the report/ Nurse on release day for teaching or other relevant activity will keep her sub /Difficult to acquire sub coverage for meds for various field trips/ Best practice is to have persons on a school bus involved in an accident evaluated at scene by EMT's/ Students who have asthma optimally controlled typically have regular school attendance

Recommendation(s): Incident report forms be split into two pages for expedient completion by employee and nurse/ Enhance efforts to acquire more sub nurses so that there is less chance of building being uncovered and that majority of field trips would have nurse coverage/ Persons involved in bus accident be evaluated at scene by EMT's/Annual CPR/AED class to ensure all buildings have 5 certified members/ Expectation for students with chronic health conditions to have regular school attendance unless specific individual condition/ exacerbation warrants otherwise/ Discuss any concerns with new Nutri-serve Director

DATE, TIME, PLACE OF THE NEXT MEETING: May 12, 2015; 2:30 p.m.; Bowe School Conference Room

District World Languages Curriculum Committee Meeting Notes:

Date: Feb. 26, 2015 (3:15 to 4:15 pm)

In attendance:

Patricia Villarreal (GIS); Anne-Sophie Meeks (GHS); Madji Fall (Bullock)

(Unable to attend-Patricia Yanez, Katiria Ortiz, & Caterina Dawson)

I. Multicultural Festival Reflection

*Festival performances (Mrs. Villarreal had never attended & was impressed with GHS students.)

*Festival attendance (Madame Meeks explained that while it was less attended than previous years there was plenty of food and all enjoyed the experience. Some years it has been difficult to manage the numbers.)

*ESL Meeting-(Ms. Fall discussed the success of the ESL meeting held at the same time. It lasted longer than expected but ESL students & their families from the district did come and attend the festival performances afterwards.)

II. District Lesson Collaboration

GHS Madame Meeks & Bullock's Ms. Fall touched based on the success of their collaboration with the puppet show in January. Ms. Fall hopes to share some of her students' activities via technology with Madame Meeks' class this semester.

Ms. Ortiz returns from her maternity leave in the spring & plans to exchange letters once again with Ms. Yanez's GHS Spanish students.

III. Proximity Learning

Madame Meeks shared notes and thoughts on the Proximity Learning presentation/meeting she attended with the Superintendent, Dr. Sneathen, George Weeks, etc. This is a program that has teachers teaching world languages to students online in one of our classrooms. Madame discussed what she learned from the meeting with regards to the district's intention to look into this program. She explained that if the district chooses to explore this possibility that it would first focus on a single course trial at the high school level.

IV. PERSONNEL

A. New Staff Members

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

Lynn McConnell- Basic Skills Teacher

B. Vacancies

1:1 Aide

INTERNAL - Extended School Year Staff

Shared Classroom Aide

Fall Cheerleading Coach

Substitute School Nurse

C. Substitute Teachers

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