

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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December 17, 2014

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of November 30, 2014 there are 15 students enrolled in the alternative evening high school. Seven students currently have an IEP and are serviced by a special education teacher. Five students are part-time. There are three students in the BD classroom.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

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

We had one new entrant into the ESL Program this month, a kindergarten student. We had one new student who was given the W-APT for their current grade level and semester. She requires services.

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 November, 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.

The ESL Department attended the NJDOE sponsored workshop designed to feature the MODEL curriculum on Tuesday, November 25th.

Additionally, I attended an ESL informative meeting with NJTESOL/NABE, Inc. held in Absecon. ELL monitoring forms have been distributed in compliance with state regulations and Ms. Fall and I will translate for next month's parent/teacher conferences.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator

Harvey Rodgers School

All new kindergarten registrations were administered the KDI and letter/sound testing. During the month of November 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 p, j, v, w, z and q 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 jump, come, a, we, an, do, white, and five 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 November, there were 21 first graders serviced. Two students tested out. (21-2=19) There was one new entry on November 12, one new entry on November 17, and one re-entry on Nov. 17. (19+3=22)

Ms. Peale continued using her first block of RTI working on blending sounds in nonsense words as well as sight word recognition. Ms. Peale has observed students becoming more efficient with both of these skill areas. First grade sight word growth seems to be occurring at a faster rate than in previous years due to the RTI time given to work with students who are coming into the school early enough for additional support. Unfortunately, it is not possible for all of her 22 students due to their later arrival times.

The current total first graders in literacy basic skills are 22.

SECOND GRADE:

Ms. De Frank, in November serviced 20 second graders in literacy basic skills along with one third grader. Three new entries were added.

Ms. DeFrank met with several second grade teachers on Bullock's Collaboration Day held on Friday Nov. 14 and found that very beneficial.

The current total of second graders in literacy basic skills serviced by Ms. De Frank is 23.

THIRD GRADE:

In November, Ms. Matteo serviced 21 third graders and Ms. DeFrank serviced one third grader. All 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, reading phrases, character traits, genre, and phonic skills of short vowel sounds, vowel digraphs of ai, ay, ea, and ee. 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. Title 1 Literacy students in third grade serviced by Ms. Matteo are 21. Ms. De Frank services one student. (21+1=22)

Ms. Matteo also has been in communication with Ms. Jen Budman, co-advisor to the Junior NHS at Intermediate School to set up the annual Santa Shop. Teachers and staff received info and parent permission slips about the Santa Shop via email on Monday November 24. BSI staff will meet with Mr. Taibi to adapt our schedules on Dec. 10. As all Fountas and Pinnell benchmarks were to be submitted by classroom teachers on Dec. 5.

Ms. Peale attended a special CST conference for a hearing impaired child, who as of this time has not received the full support she needs at home, which unfortunately also extends into the school setting. Ms. Peale volunteered as the first grade liaison from the CAST committee and as an adult hearing impaired individual. Peale felt that this was very important to express her concerns to the mother of this child and how crucial it is that something be done now. The mother seemed very interested in what Ms. Peale had to share.

Ms. Peale also spent the morning observing Ms. Sherry White at Rodgers School, which she found beneficial as she heard the “Lingo” the kindergarten children were getting from Ms. White, specifically with writing and forming letters of the alphabet.

Ms. Matteo and Ms. DeFrank serve on Bullock’s SLT which met on Thursday Nov. 13, 2014. Ms. De Frank, Ms. Matteo, and Ms. Peale all serve on Bullock’s IR&S/C.A.S.T. team which met on Nov. 20, 2014. Ms. Peale commented that sitting in on the C.A.S.T team meetings has been very interesting. New strategies are presented that may be utilized in the future with her BSI students.

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

1st grade: 22 2nd Grade: 23 3rd Grade: 22

Total of school: $22 + 23 + 22 = 67$

Lisa Rencher: Basic Skills Coordinator

Thomas E. Bowe School

One student’s parent did not sign the BSI form after numerous attempts and phone calls so that student exited the program.

During the last week of October, Mrs. Rencher began to implement LLI with four of her five reading groups. In November, she continued to provide Guided Reading instruction to her fifth group as well as LLI to her other groups. Mrs. Rencher was unable to implement LLI with her fifth group due to time constraints within the program and her schedule. 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 implement the program and continue to grow in Mrs. Rencher's knowledge of how the program works as well as the resources available to ensure student growth. Some of the activities Mrs. Rencher's guided reading group has been working on include close reading of non-fiction text, reading the novel *Baseball in April* by Gary Soto, which is a realistic fiction novel on the F & P level V.

Even though time constraints do not allow for her implementing the LLI program with this group, the novel itself was specifically written for the LLI program and she is using it along with some of the comprehension activities. In Mrs. Rencher's LLI groups they have been working on comprehension by citing textual evidence to support their thinking and through 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.

Mrs. Rencher did not attend any workshops; however, she did complete the Suicide Awareness training online. This online training was very informative as an educator. It went through various warning signs to look for in students, as well as risk factors. Once we were made aware of this information, the online training went on to explain our role as educators and what exactly we should do if we suspect of student of having these types of thoughts or who might be at risk. She was very pleased with the presentation.

Language Arts: Diane Villec
Intermediate School

Students read several articles and stories about the Titanic and used the information to write an argumentative essay about why the Titanic sank. Students practiced citing information from articles to back up their findings. Students received mini-lessons on such topics as: how to write an attention grabbing introduction using strong statements, how to transition to body paragraphs and formulate arguments based on written text, and how to cite the text used to formulate arguments. Students received one-on-one guidance from teacher and co-teacher to address individualized areas of concern.

During the reading portion of class, students read novels and finished up Stages of Plot unit featuring stories by Edgar Allan Poe. 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 first non-fiction article three times to develop fluency and summarize important aspects of the text.

Language Arts: Michelle Demery
Intermediate School

Math Test Prep 7: The class focused on ratios and rates, applying ratios and rates to real-life situations, proportions, applying proportions to real-life situation, and standardized test practice.

Math Test Prep 8: The class focused on solving multi-step equations, applying equations to real-life situations, and standardized test practice.

During class, students worked independently and in teams to play games, such as Jeopardy and MATHO, to practice previously learned and present skills. Students in Mathematics Test Prep 7 practiced writing and solving proportions with a hands-on goldfish activity in which students took the role of scientists estimating a population of endangered fish in a bay. Students drew their own action figure in a “Mini Me” activity which required students to measure various lengths and use proportions to reduce their size. A “Football Footloose” activity got students out of their seats while solving football-based proportion problems. Finally, students were given a proportions menu and had the opportunity to choose between various activities, including practicing their skills on the laptops. Students in Mathematics Test Prep 8 worked with cooperative partners on several activities which required students to take specific roles and work together to solve equations. During a relay activity, students were able to get out of their seats to solve equations around the room. For each equation, students substituted the answer from the previous poster in order to solve the new equations. Finally, students were given an equations menu and had the opportunity to choose between various activities, including practicing their skills on the laptops.

Mathematics: Jennie Hara
Intermediate School

Emphasis in Language Arts this past month 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.

Specific topics this month included:

Reading Informative Texts
Determining main idea, detail, topic of text
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

Due to the short month, there were no conferences or workshops attended. However, Ms. Hara was trained by Steve Hempel to administer the F&P Assessment implemented the Fountas and Pinnell Benchmark Assessment to my 7th grade students during the week of November 18th, 2014.

Mathematics: Amy Stewart

High School

Throughout the month of November, program emphasis was on developing student's intuitive understanding of linearity and technical skills for reasoning with the various representations of linearity. Students also began writing and solving linear equations and inequalities using several different strategies, i.e. using tables, graphs, and by working backward.

Students were assigned a set of real-life problems that were related to the trends of both male and female medical doctors in the US since 1960. The class' dialogue quickly turned into a history lesson when discussing the growth of women in regards to the Civil Rights Movement, Women's Movement, and Title IX of 1972. The classes engaged in a very lively discussion which carried over into their arithmetic exercises.

Language Arts: Christi Baldissero

High School

During the month of November the academic focus in the HSPA Test Prep Course was literature relating to the Holocaust. The students first researched common phrases and words that relate to the Holocaust. They were able to practice and put into use their skills of reading words in context to read for meaning. The students created a PowerPoint and presented the words to one another. Their slides had quotes from survivors, mental models and examples. Following their words in context study, the students began to read Elly: My True Story of the Holocaust. The students first focused on the idea of deception and being a bystander to injustice. The students focused their readings around the following quote, "If you are neutral in situations of injustice, you have chosen the side of the oppressor." Following the selected readings from the first half of the focus text, students read the mentor text The Terrible Things, an allegory to the Holocaust. The students used the PARCC model of compare and contrast in analyzing the two texts in relation to the focus quote. The students then transitioned into the second phase of the text that focuses on the bonding of prisoners and the Auschwitz-II/Birkenau uprising. Students are currently working in this section.

During the month of November the students in the English Language Arts focused on reading The Odyssey. The students did a fantastic job. The text is broken up into two parts: the journey and the homecoming. Each student collected textual evidence that expressed the development of Odysseus as an epic hero. The students also analyzed Penelope at the epic hero once the focus text was read in its entirety. The students used the PARCC model of compare and contrast to analyze and decide who the epic hero is: Odysseus or Penelope. This subject analysis on this topic is due in the month of December.

Students created an Odyssey Brochure project that advertised a vacation that traces Odysseus' journey through the Mediterranean Sea. Students came to class during unit lunch to display their projects on the English I hallway bulletin board.

Mrs. Baldissero did not attend any conferences this month.

Both classes really expressed their knowledge in reading skills this month. She felt proud to be in class with them and see their hard work and determination produce successful student work!

III. CURRICULUM

A. Field Trips

Field trips for the month of November:

DATE	SCHOOL	TO	TIME	BUSES
11/5/14	GHS	Glassboro Parade	2	1
11/18/14	GHS	Philadelphia	6	1
11/18/14	GHS	Susquehanna Center	4	1
11/25/14	GHS	Glassboro Senior Center	1	1
11/29/14	GHS	Pitman Parade	6	2
11/26/14	Bowe	Rodgers School	1.5	1
11/13/14	Pitman	Johnson's Farm	5	1
11/20/14	Pitman	Nat'l Liberty Museum	3.5	1
11/24/14	Pitman	Crown Plaza	3.5	1
11/24/14	ACA	Wilmington, DE	5	1
11/6/14	Boys/Girls Club	Eagles Stadium	4	1
11/7/14	GCDC	Movies	4	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of November, 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 November:

Kevin Timbers- Girls’ Head Basketball Coach

B. Vacancies

Instructional Aide
Special Education Math Teacher
Shared PC Technician
Computer Applications Teacher
Classroom Aide

C. Substitute Teachers

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