

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

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

October 15, 2014

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Robin Boyd, Head Teacher**

As of September 30, 2014 there are 10 students enrolled in the alternative evening high school. Five 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.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

Mrs. Johnson had 12 new entrants into the ESL Program, nine of which were new students to the district. For the month of September, she had 28 students exit-out due to the WIDA ACCESS test administered in the spring of 2014 with proficiency scores of 4.5 and/or other multiple measures. Additionally, we had other losses: one student who graduated and two students who transferred out of the district or were dropped from the rolls due to lack of attendance.

Approximately 27 students were given the WIDA W-APT placement test screener and/or Kindergarten Diagnostics Indicator or evaluated prior reports during the months of September and early October. 12 out of the 27 were admitted and 15 were rejected.

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 September, all incoming ELLs received services starting on September 22<sup>nd</sup> as testing and paperwork needed to be completed prior to instruction. Translation services were provided for orientation, back-to-school events, and other inquiries.

Mrs. Johnson attended no off-site workshops in September; however, the district provided professional workshop opportunities on Monday, September 29<sup>th</sup>. Mrs. Johnson also met with administration to discuss her SGO baseline scores.

## **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. Twenty five Title 1 Eligibility letters were sent home to kindergarten Parents/Guardians.

During the month of September the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students were introduced to the terms consonant and vowel. The upper and lower case letters t, b, f, n, m, c, r and a 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 red, I, you, like, yellow, see, at and can were introduced.

Mrs. White attended the workshop “Diverse Learner Instructional Practices Workshop” at EIRC on September 29, 2014.

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

#### **FIRST GRADE**

In June, there were 43 kindergarteners receiving basic skills services. There were 9 first grade retentions.  $(43+9=52)$ . 13 students tested out  $(52-13=39)$ . There were two new entries.  $(39+2\text{ NE})=41$ . Three students transferred.  $(41-3=38)$ . There are 12 ESL students and five inclusion students  $38-12(\text{ESL})=26-5(\text{INCL})=21$ .

Students in first grade use the green Fountas and Pinnell Leveled Literacy Intervention Program. After attending the Dyslexia workshop on August 26, 2014, Mrs. Peale now teaches high frequency words using whole brain based learning. Students read the word, say the word and as much as possible have some kind of body motion that directly mimics the word. The current total first graders in literacy basic skills are 21.

#### **SECOND GRADE:**

By June 13, 2014, 36 students were in first grade BSI and not the 33 originally stated in June as ten students tested out instead of eleven and one student was not counted. Two students transferred over the summer and one student transferred Sept. 24.  $(36-3=33)$  There were 9 students retained in first grade.  $(33-9=24)$ . Four students are ESL and five are in inclusion rooms.  $(24-9(\text{ESL}+\text{INCL}))=15$ . There are six new entries.  $(15+6=21)$ . There is one re-entry.  $(21+1=22)$ .

Every day the second graders spend some time with phonics. Skills covered include consonant clusters and patterns in words. Students read a new book every day from the Fountas and Pinnell LLI (Leveled Literacy Intervention) Program and concentrate on reading fluently. The current total of second graders in literacy basic skills serviced by Mrs. De Frank is 22.

#### **THIRD GRADE:**

In June, it was originally reported that there were 25 second grade students receiving basic skills services. One of the three students did not exit in June. ( $25+1=26$ ). One student is retention. ( $26+1=27$ ). Three students exited in September ( $27-3=24$ ). Two students transferred over the summer. ( $24-2=22$ ). There were six new entries. ( $22+6=28$ ) Four students are in inclusion classrooms, four students are ESL students, and one student was classified. ( $28-9=18$ ). There are four re-entries. ( $18+4=22$ ).

Beginning September 22, all BSI students are seen daily for 30 minutes. Skills emphasized included recognizing genre of fiction and non-fiction, illustrations and clues in them, character traits, details and main ideas, phonics skills of r-controlled vowels, rules to add suffix “-er” to a word, consonant blends, consonant digraphs, paying attention to and stressing punctuation and word in bold-faced print, vowel digraphs of “ee, ou, y as a vowel, syllabication and meaning of a syllable- “it is a word or part of a word with one talking vowel”, and writing and responding to text in their journals. Title 1 Literacy students in third grade serviced by Mrs. Matteo is 21. One student is serviced by Mrs. DeFrank.

#### **Areas of Special Interest:**

Mrs. De Frank, Mrs. Matteo, and Mrs. Peale all attended the district and faculty meeting on September 2, 2014 as well as a faculty meeting on September 9. All BSI staff also met with Mrs. Sochor and Mr. Taibi on September 11 and September 12 to review BSI forms, eligible students, and create our schedules to push in classrooms during guided reading lessons. Parent notification letters went home with students on Monday September 15. BSI lessons began on Monday, September 22, 2014. All teachers are utilizing the Fountas and Pinnell Leveled Literacy Intervention Program.

#### **Conferences and Workshops Attended:**

On August 26, Mrs. Matteo, Mrs. Peale, and Mrs. DeFrank all attended a conference on Dyslexia at GHS. The conference session that Mrs. Matteo attended emphasized the utilization of programs that included Foundations, Wilson, and Project Read. The SIT (School Initiative Team) met on August 28 for one hour with Mr. Taibi and both Mrs. Matteo and Mrs. DeFrank serve on this team. All BSI staff met with Mr. Taibi on September 29, 2014 to discuss SGO’s due October 15. The in-service on Sept. 29, also included a presentation from Beth Grygo on the Brain and Dyslexia.

**Lisa Rencher: Basic Skills Coordinator**  
**Thomas E. Bowe School**

None, students were placed in the program based on their 2013 NJASK scores. Since Mrs. Rencher am working on language arts with my students, reading comprehension is the area we focus on during our group time. In particular, Mrs. Rencher spends a great deal of time with the students on non-fiction text, working on main idea, inferring, and summarizing.

Some of the activities we have been working on include close reading, non-fiction text treasure hunt (which involves discussing the text features found in a non-fiction text), written response in their response journals, and the use of post-it notes for questioning while reading.

On 9/18/14 Mrs. Rencher attended the Universal Design for Learning workshop at Bullock School. She thought the workshop was very informative and was able to bring back to school many activities and ideas on how to implement this in the classroom such as: choice menus, planners, FACEing MATH worksheets to name a few. UDL is broken down into three main areas: multiple means of representation, multiple means for action and expression, and multiple means for engagement.

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

During the month of September students read several non-fiction articles and worked on the following skills: finding main idea and supporting details, determining types of sentences, identifying figurative language in literature. Students also identified the stages of plot including: exposition, rising action, climax, falling action, and resolution. Students read several short stories and plotted out each story. Along with stages of plot, students identified internal and external conflict, and the tone and mood of each story.

In writing, students wrote narrative stories that included mini-lessons on the following skills: transferring stages of plot to their own writing, writing dialogue, and author's voice and purpose. Students also were given a short narrative that was partially written and had to finish the story.

**Language Arts: Michelle Demery**  
**Intermediate School**

Math Test Prep 7: The class focused on least common multiples, greatest common factors, comparing and reducing fractions, adding and subtracting fractions, and applying multiples, factors, and fractions to real-life situations, and standardized test practice.

Math Test Prep 8: The class focused on integer expressions, absolute-value expressions, combining like terms, and applying expressions to real-life situations, and standardized test practice.

Students completed differentiated assignments based upon student interest and ability level. During class, students worked independently and in teams to play

games to practice previously learned and present skills. During stations activities, students used the laptops to practice skills and applied those skills to real-world application problems.

**Mathematics: Jennie Hara**  
**Intermediate School**

Emphasis in Language Arts this month is on narrative reading and writing. Students focused on analyzing plot elements, structure of a narrative and elements required to compose a proficient personal narrative.

Specific topics this month included:

- Plot elements
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
  -
- Internal/external conflict
- Compound sentences and conjunctions

Danielson Training took place on October 2, 2014 at Beach Administration. During the training, Ms. Hara was highly informed of how the elements of the 2<sup>nd</sup> and 3<sup>rd</sup> domains of the Charlotte Danielson Framework. Being able to view videos of different levels of teaching and Danielson scores allowed her to understand just what was expected and needed to receive her desired score. It was also clarified how to jump from a teacher-led 3 to a student-led 4.

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

Program emphasis has been on mathematical literacy, communicating with symbols, strategies for writing algebraic expressions, equations and inequalities, and standardized test preparation.

On a daily basis, students are required to copy and complete a mathematical word problem that reflects a real-world situation. During this process students are required to identify words that they do not know, solve the problems, and explain what their answer represents. Due to the content of the problems, sometimes students need a class discussion to better understand the real-world phenomena. These problems represent an extension of the course material as well as focus on standardized testing strategies.

Other activities in class included a bungee jump investigation and an experiment in which students collected data and made predictions regarding expected outcomes of events involving probability. Critical thinking skills were utilized to process both the investigation and the experiment. The data collection experiment was designed to

have students write a conjecture about what they expected to happen, to complete the experiment, and then use their data to analyze the situation.

**Language Arts: Christi Baldissero**  
**High School**

During the month of September, the English Language Arts class read the book *Bill Bryson’s African Diary*. The text focused on the refugee camps and slums that are in Kenya. Mrs. Baldissero approached the text by using the “Text, Lens, and Patterns” reading strategy. She chunked the text and provided a lens for each chunk to read through. While reading through the lens, the students had to collect textual evidence that pertains to the lens. During discussions, the students and Mrs. Baldissero would use the ELMO to display student work and look for patterns in the textual evidence that the students collected. As a culminating activity students wrote a “Letter of Hope” to the World. These letters will be displayed on a bulletin board in class.

Upon completion of reading Bill Bryson’s African Diary, Mrs. Baldissero invited Mrs. Spadafora as a guest speaker to discuss her time in Kenya. Her presentation elevated the students understanding of the material in the book and brought the words to life.

Dyslexia Conference, Glassboro High School, 8/26/14: The Dyslexia conference offered a variety of approaches to teaching reading. The keynote speaker expressed how dynamic a student with dyslexia can be and encouraged teachers to take the time to listen to students read aloud. He also pointed out the gaps that appear in comprehension when a student struggles with reading words and figuring out syllables. Overall, the conference provided vital information to teachers of all subjects.

Mrs. Baldissero’s English Language Arts class is doing a wonderful job. The pacing of the class is conducive to each student’s ability to effectively complete his or work with success. She believes this class is truly going to provide the students with the time they need to improve their literacy skills.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of September:

DATE	SCHOOL	TO	TIME	BUSES
9/20/14	High School	Pitman High School	12	2
9/17/14	Ambassador Christian	Black Rock Retreat	4	1
9/19/14	Ambassador Christian	Black Rock Retreat	4	1

**B. Curriculum Committees:**

The following curriculum committees met at the end of the school day, during the month of September: **There were no meetings during the month of September.**

IV. **PERSONNEL**

**A. New Staff Members**

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

Melissa Whiting- Aide at the Bowe School

Taylor Yoxheimer- Aide at the Bowe School

**B. Vacancies**

**Middle School Boys' Basketball Head Coach**

**C. Substitute Teachers**

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