

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

April 22, 2015

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of March 31, 2015 there are 14 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 an 8th grader and is being serviced by a teacher from GIS.

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 at the high school. We have no students exit the program this month; however, one student transferred out of the district. We had one entrance test performed this month and we are conducting WIDA's ACCESS for ELL's testing. Test administration will be proctored for all ELLs receiving services as well as any ELLs whose parents refused services per NJDOE mandate. Additionally, grades 3-12 will need proctoring or scribing for PARCC. Ms. Johnson acted as a scribe 3/12, 3/13, 3/16, 3/17, and 3/18.

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 March, all incoming ELLs received regular services March 1st through March 20th as ACCESS testing occurred for grades K & 1st March 23rd to April 2nd. 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.

On March 16th, 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. Additionally, Mr. Taibi has invited us to follow a Twitter feed that occurs Monday evenings at 9 p.m. for any who are still awake and interested.

Additionally, Ms. Johnson attended an ESL informative meeting with NJTESOL/NABE, Inc. held in Egg Harbor Twp. on Monday, March 23rd. 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

During the month of March 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 into, he, one, had, said, that, him, on, saw, if, she and out 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 March, Ms. Peale serviced 35 first graders. One student tested out March 12, 2015($34-1=33$). There were two new entries. ($33+2=35$). One student was classified ($35-1=34$) and one student transferred March 30.($34-1+33$). Ms. Peale continues to instruct students using the LLI Program and also works with a small group of students on drilling nonsense words.

The current total first graders in literacy basic skills are 33.

SECOND GRADE:

In March, Ms. DeFrank serviced 22 second graders in literacy basic skills along with two third graders. However, three students tested out. ($26-3=23$). Two students transferred. ($23-2=21$). There were two new entries. ($21+2=23$). Karen Peale services one second grade student. ($23+1=24$). There are 24 students serviced in literacy in second grade. During the month of March the second grade BSI students worked on the following skills: 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 are 24.

Lynn McConnell began Math BSI support services for grade 2 March 2, 2015. She services 34 students in mathematics.

Currently, 34 second graders are serviced in mathematics.

Current total of students receiving both literacy and mathematics basic skill services are 58($24+34=58$). However, 17 students are serviced in both mathematics and literacy. Therefore, the total of students receiving services in second grade is 41 students.

Total of basic skill students in grade 2 is 41 .

THIRD GRADE:

In March, Ms. Matteo serviced 24 third graders. Five students receive extra support with sight words recognition and phonetic sound symbols with Foundations twice a week and two additional first grade students are serviced twice a week in Foundations for 25 minutes. 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 Ms. Matteo are 23. De Frank services two students. ($24+1=25$)

PARCC Testing was conducted at Bullock the week of March 9. Ms. DeFrank, Ms. Matteo and Ms. Peale all served as proctors. Ms. Matteo also administered a paper version of this assessment to one third grade student. Ms. Peale found that our third graders seemed to take the test seriously. Ms. Matteo also assisted in PARCC make-up testing March 16.

Three BSI staff members serve on the C.A.S.T. team which met on March 19, 2015. Ms. Peale finds this very educational as interventions are planned and implemented to help our students. Occasionally, BSI teachers are giving the intervention. Parent conferences were held the week of March 23. Ms. Matteo attended 10 parent conferences for her students.

The number of students in the Literacy Basic Skills Program at the Bullock School, as of April 2, 2015 is:

1st grade: 33 2nd Grade: 41(math and literacy services) 3rd Grade: 25

Total of school: $33 + 41 + 25 = 99$ students

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

During the month of March, Ms. Rencher has been helping out with PARCC testing, and has not met with her groups as of yet. For the first two weeks, she was a proctor for both sessions each day. The last week of testing she helped with make-up testing for those students who were absent during their regular testing period. During the last week of the month, she on resuming work with her LLI groups, picking up in each level where they left off prior to working on test prep. As for her non LLI group, they plan on starting a new novel.

Language Arts: Diane Villec

Intermediate School

During the month of March students continued workshop 6: Stolen Childhoods. Students watched Anchor Video which provided background information about the international problem of child labor. It raised the essential question for the Workshop: What happens to children who must spend their entire childhoods working? Skills emphasized were: Close reading social studies texts three times to develop fluency and understanding; summarizing the topic and important details of several social studies' texts. We reviewed sequence of events and interpreting a time line. Students participated in a group discussion to explain and elaborate responses to academic vocabulary tasks. We reviewed and used academic vocabulary in speaking and writing. Students participated in discussions using complex sentences and formal English.

Language Arts: Michelle Demery

Intermediate School

Math Test Prep 7 & 8: After PARCC testing, students began collecting, representing, and analyzing data using dot plots and histograms.

During class, both grade levels collected data using various methods. Students weighed items, represented them by a dot plot, and used the shape of the plot to analyze the consistency of production. Students also collected data by rolling two dice, found their sums, represented the sums using a dot plot, and identified and interpreted the shape to determine which sums are most likely to occur. In addition, students had the opportunity to collect data using their own free throws, graphed the data using a histogram, identified the shape of the graph, and analyzed the shape of the graph to justify and explain the appropriate center (either the mean or the median) for the data.

Mathematics: Jennie Hara

Intermediate School

Emphasis in Language Arts during this unit has been on reading literature and narratives. Students have been analyzing their readings with focus on understanding and author's style through the mood, tone and imagery depicted. The following concepts will also be covered:

- Reading Literature
- Writing Narratives
- Style, theme, mood, voice and tone of literature
- Academic vocabulary
- Imagery

- Grammar concepts: compound sentences, appositives, clauses
- Summarization

Mathematics: Amy Stewart

High School

Throughout the month of February, program emphasis was on modeling exponential growth relationships. Students focused on representing exponential growth relationships through graphs, symbolic rules, tables of values, and real-world situations. They continued to reinforce how all four methods can represent the same information and appropriate times for using specific methods. Students calculated the rate of change in one variable as another variable increases as well as compared and contrasted these functions with linear relationships from previous topics, enhanced literacy skills by writing about their problems, interpreted the meaning of an increasing rate of change and y-intercept of the graphs of exponential growth functions in context. Students also worked on logical reasoning skills and estimation skills by using exponential growth models to make predictions about variables based on the behavior of another variable. Through all of these investigations students were able to recognize that real-life situations such as bacteria growth, investment growth, mold growth, and disease growth model exponential growth with an understanding that these situations grow very rapidly.

Students were assigned a set of real-life problems that discussed bacteria growth, investment growth, and disease growth which led to wonderful discussion about the importance of antibiotics, saving money for the future, and how to slow disease growth. Students worked individually to complete all of the problems and then worked in groups to collaborate and complete one problem to be displayed for the class. Students displayed their work, on large chart paper, to the real-life problems that contained their answers in the forms of equations, tables, graphs, and verbal descriptions of the situations. After all work was displayed, students took a “gallery walk” around the room to check their own work. It was a very engaging activity.

Language Arts: Christi Baldissero

High School

In March, Mrs. Baldissero’s English Language Arts class completed a short story unit. Students read fictional short stories and tracked the development of emerging themes and literary elements present in the writing. Students were required to analyze character motivation and development of theme through close read sections from each short story. The students also tracked the development of plot to create a deeper understanding of the structure of a short story and the necessary literature elements required to write a successful short story. At the end of the Unit the students prepared to take the Short Story Exam which required them to use high order thinking skills to analyze close read passages.

There is an upcoming field trip to the University of Penn’s Archeology and Anthropology Museum at the end of April.

III. CURRICULUM

A. Field Trips

Field trips for the month of March:

DATE	SCHOOL	TO	TIME	BUSES
3/3/15	GHS	Widener University	6.5	1
3/11/15	GHS	Glouc. Co. College	1.5	1
3/19/15	GHS	EIRC	1.5	1
3/19/15	GHS	Massos	1.5	1
3/20/15	GHS	Schalick	5.5	1
3/24/15	GHS	NYC	13	1
3/28/15	GHS	Millville Lakeside School	6	1
3/30/15	GHS	Wells Fargo Center	6	1
3/3/15	GIS	Bunker Hill School	1.5	1
3/3/15	GIS	Rowan Chamberlain	1	1
3/2/15	Pitman	Brunswick Zone	3	2
3/16/15	Pitman	Masso's	1.5	1
3/17/15	Pitman	Rowan Wilson Hall	1.5	1
3/19/15	Pitman	Rowan Student Summit	1.5	1
3/24/15	Pitman	Glassboro Bowling Alley	1.5	1
3/23/15	ACA	Camden Aquarium	5	1

B. Curriculum Committees:

The following curriculum committees met at the end of the school day, during the month of March, the Music Committee:

COMMITTEE: District Music Curriculum Committee

CHAIRPERSON: Arthur Myers, Facilitator

DATE, HOUR AND LOCATION OF MEETING: Wednesday, March 4, 2015 - 3:15 pm

GHS Choral Music Room (B108)

AGENDA

1. Member reports distributed and reviewed
2. Discussion of District Music Committee Goals 2014-2015

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Three Objectives that will help achieve the above goal are:

Objective 1: To continue to develop practical benchmarks that can be assessed for each grade level which reflect our scope and sequence as well as the NJCCC Standards.

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district.

Objective 3: To actively recruit students into musical ensembles and provide varied and rewarding musical experiences which are educational, motivational and challenging.

3. Discussion of Various Proposals that have been presented by committee members

4. Glassboro Fine and Performing Arts Academy Update

5. Events for 2014-2015 - Festivals/trips, Master Classes, District Concert, Student assemblies i.e. GHS/GIS to Bowe

6. Referendum – March 10th

7. Open for questions, comments, concerns etc.

Future committee meeting dates

Thursday, May 7, 2015 - Beach Admin Bldg.

We will try rescheduling the 2nd meeting from January

MINUTES

ADMINISTRATORS: None

OTHERS: Present were Arthur Myers (GHS/GIS), Leonor Thomas (GHS), Ian Miller (Bowe), Angelina Coppola (Bowe), Katharine Baer (GIS), and Kim Tursi (Bullock)

Mary Greening (GIS/GHS), David Fox (Bowe) Mary Shipley (Rogers) were not present

LENGTH OF MEETING: 3:15 pm - 4:45 pm

SUBJECT(s) DISCUSSED

1. Member reports distributed and reviewed - Brief program reports and updates were distributed and/or presented by members of the committee. Individual reports will be submitted following these minutes. The reports reflected some great initiatives and work being done by the music faculty.

2. Discussion of District Music Committee Goals 2014-2015

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Three Objectives that will help achieve the above goal are:

Objective 1: To continue to develop practical benchmarks that can be assessed for each grade level which reflect our scope and sequence as well as the NJCCC Standards.

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district. Some members of the committee have attended or will attend a variety of professional development activities and events. These include:

NAfME National In-service Conference (October 2014)
NJMEA Orchestra Festival (January 2015)
NJMEA State Conference (February 2015)
Mid-Atlantic Brass Band Festival and clinics (February 2015)
American String Teachers' Association (ASTA) Solo and Ens Festival (Feb 2015)
North American Brass Band Association Championships (March 2015)
NAfME Eastern Division Conference (April 2015)
NJMEA Jr. High Choral Festival (April 2015)

Members also take part in meetings and auditions with the following organizations:

South Jersey Band and Orchestra Directors Assoc. (SJBODA) – Regional band and orchestra ensembles – All SJ instrumental honors ensembles
South Jersey Choral Directors Association (SJCDA)
All State Band, Orchestra and Choir
Olympic Conference Honors Band (OCHB)

Objective 3: To actively recruit students into musical ensembles and provide varied and rewarding musical experiences which are educational, motivational and challenging. We will continue to set up student performances within the district. For example, Bowe School ensembles can perform Bullock. We are very interested in reinstituting the District Music Concerts.

The Bowe School music groups visited Rogers School in January and plans to visit Bullock in the Spring

The GHS Jazz Ensemble, Select Choir and possibly a string ensemble would like to visit our district school for enrichment and recruitment purposes.

The GIS Music Club is up and running and has resulted in the formation of a performing bucket drumming ensemble

GHS ensembles (Brassboro, Creative Percussion Ensemble, Sax Quartet, String Quartet/Ensemble, Mariachi Band) perform at many events at GHS

GIS Chorus plans on visiting elementary schools for recruiting purposes

Mrs. Baer has proposed organizing a small musical at GIS through the music club. This can help in recruiting vocalists for the choral program and the drama program.

Mrs. Thomas is serving as an accompanist with the GIS Choral program and maintaining connections with the GIS students through this and through the musical.

3. Discussion of Various Proposals that have been presented by committee members Both Ms. Coppola and Mrs. Baer had submitted proposals to justify both positions becoming full-time in the all. At the time of the meeting, neither one of them had heard any feedback on these proposals.

4. Glassboro Fine and Performing Arts Academy Update -
Out-of-district students have applied and auditioned for the Fine and Performing Arts Academy. Auditions for In-district students will occur in the near future. Mrs. Greening was not in the meeting.

5. Events for 2014-2015 -

Students have participated in special events and music activities such as the following:

Marching Band performed at the 40th Anniversary of WIC celebration in Glassboro (November)

GHS Select Choir, Small band ensemble (Brassboro), sax quartet and string duo – performed at Summit Place and the Glassboro Senior Center (December)

GHS Marching Band, Select Choir, Brassboro and Sax Quartet performed at the Boro in Lights Celebration (December)

Additional information is found under item 2 of the agenda

6. Referendum – March 10th

Mr. Myers encouraged the members of the committee to continue to spread the information regarding the district's referendum and asked them to encouraged parents and others to exercise their right to right on this issue. Mr. Myers and Mrs. Weaver, through some short messages, encouraged those attending the spring musical performances to vote on the referendum. Mr. Myers will once again send an informational e-mail to the parents of his GHS and GIS band students as well as others he knows in the district. The e-mail will also be forwarded to the committee members to share with the parents of their students.

7. Open for questions, comments, concerns etc.

Ian Miller informed us that he was up for nomination for president of the South Jersey Band and Orchestra Directors Association (SJBODA). A vote will be taken at the May 27th meeting of this organization.

Concern: We are experiencing dip in instrumental music enrollment in grades 8 to 10 is being experienced. As we have recorded in minutes from past meetings over the last few years, several factors have played a role in this. The change from three fulltime music faculty members at Bowe to two a number of years back a negative effect on the ability of the teachers to maintain the numbers of students involved and recruited. Their available time to teach lessons at that time diminished due their being assigned to general music classes and extra duties. The addition of a part-time teacher has helped some in this area. Another factor relates to the population of students. Some classes coming through are smaller. In addition, we lose some students each year to GCIT and private schools. We hope that Bowe will see an increase in the number of students that enter the music program. As we have stated in the past, Bowe School is our only feeder program and I key to the success of the district's instrumental music program.

CONCLUSION(s) REACHED:

1. Proposals that had been submitted by our part-time music faculty were designed to help meet the needs of our performing music students as well as those Glassboro students who are not enrolled in music classes. GIS, for example, does not have a means to meet the needs of all its students in the area of music. Expanded general music classes and additional instrumental lesson instruction would greatly improve the educational experiences of all our students in grades 4-12. An expanded faculty would also allow for staff to engage GHS students in lessons and additional electives.
2. The success of the instrumental music program in both GIS and GHS is greatly affected by the foundational experiences in the beginner and developing stages at Bowe School. This experience is enhanced with sufficient attention given to each instrument and to each level of proficiency. The ability to schedule like instruments of like ability level (beginner, developing, advanced) is an important factor in the development and the retention of these music students.

RECOMMENDATION(s):

1. Continue to seek the expansion of musical offerings for the students in grades 4-12, including General Music, instrumental lessons and GHS electives.
2. Continue to work on addressing scheduling concerns at Bowe School with regards to factors which limit the ability to set up proper lesson groups. Continue to strengthen recruiting and retention efforts.

DATE, TIME, PLACE OF THE NEXT MEETING:
Future committee meeting dates
Thursday, May 7, 2015 - Beach Admin Bldg.

IV. **PERSONNEL**

A. **New Staff Members**

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

Frank Grullo- Groundskeeper
Kristi Twardziak- GIS Girls Basketball Coach

B. **Vacancies**

Classroom Aide
1:1 Aide
INTERNAL - Extended School Year Staff
Shared Classroom Aide
Fall Cheerleading Coach

C. **Substitute Teachers**

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