

District: Glassboro

County: Gloucester

**New Jersey Department of Education
Division of Early Childhood Education
2019-2022 PEA Three-Year Preschool Program Plan**

The purpose of the Three-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children for the school years 2019-2020 through 2021-2022, as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the [Preschool Implementation Guidelines](#).

A school district's plan should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and Grow NJ Kids, New Jersey's Quality Rating Improvement System, any other source of information specific to the school district's preschool program. All districts who received PEEA funding will need to enroll and complete the [Grow NJ Kids self-assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).

Submission Instructions:

Please complete, submit and/or upload the following documents by **November 15, 2018**. Please ensure that all PDF documents are signed and dated. **Note:** all tables except the "Submissions" table contain blank cells for entering information.

Submissions

Document	File Type	Submission To	Submission Method
2019-2022 Three-Year Preschool Program Plan	Word	<ul style="list-style-type: none">• Homeroom• Executive County Superintendent	<ul style="list-style-type: none">• Upload via Homeroom• Standard Mail
District Signed Board Resolution	PDF	<ul style="list-style-type: none">• Homeroom• Executive County Superintendent	<ul style="list-style-type: none">• Upload via Homeroom• Standard Mail
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none">• Homeroom• Executive County Superintendent	<ul style="list-style-type: none">• Upload via Homeroom• Standard Mail
District Information Form	Word or PDF	<ul style="list-style-type: none">• Homeroom	<ul style="list-style-type: none">• Upload via Homeroom

Document	File Type	Submission To	Submission Method
		<ul style="list-style-type: none"> Executive County Superintendent 	<ul style="list-style-type: none"> Standard Mail
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> Homeroom Executive County Superintendent 	<ul style="list-style-type: none"> Upload via Homeroom Standard Mail
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> Homeroom Executive County Superintendent 	<ul style="list-style-type: none"> Upload via Homeroom Standard Mail

If you have any questions, please direct them to DECE at (609) 376-9077.

Program Plan Components

Please complete the information requested for the following components:

- **District Information**
- **District Statement of Assurances**
- **Outreach/Program Delivery**
- **Chronic Absenteeism**
- **Administrative Oversight**
- **Master Teachers**
- **Intervention And Support Services: Special Education and Inclusion**
- **Intervention And Support Services: Preschool Intervention and Referral Team (PIRT)**
- **Health and Nutrition**
- **Family and Community Involvement**
- **Curriculum and Assessment**
- **Professional Development**
- **Supporting English Language Learners**

- **Transition**
- **Program Evaluation**
- **Budget Planning Workbook**

Approval

- School districts that submit timely and complete plans will be mailed Department approval on or before April 1, 2019.
- Late plan submissions by school districts are not guaranteed Department approval on or before April 1, 2019.
- Incomplete plan submissions by school districts to the Department will be returned for resubmission prior to Department review and approval with no guarantee of Department approval on or before April 1, 2019.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

Instructions

- Complete the District Information and District Statement of Assurances pages. Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Process a board resolution approving the plan and submit a signed and dated copy.
- Contact the Division of Early Childhood Education with any questions that you have regarding completion of the Three-Year Preschool Program Plan for 2019-2022.

District Information Form

District: Glassboro District Code: 1730

County: Gloucester County Code: 15

District Website: www.gpsd.us

Chief School Administrator Information

Chief School Administrator: Mark Silverstein

Address: 560 Joseph Bowe Blvd., Glassboro, NJ 08028

Telephone Number: 856-652-2700 X6101 Fax Number: 856-881-0884

E-Mail Address: msilverstein@gpsd.us

School Business Administrator Information

School Business Administrator: Scott Henry

Address: 560 Joseph Bowe Blvd., Glassboro, NJ 08028

Telephone Number: 856-652-2700 X6205 Fax Number: 856-881-0884

E-Mail Address: shenry@gpsd.us

Preschool Program Contact Information

Preschool Program Contact: Danielle Sochor

Title: Chief Academic Officer

Address: 560 Joseph Bowe Blvd., Glassboro, NJ 08028

Telephone Number: 856-652-2700 X6301 Fax Number: 856-881-0884

E-Mail Address: dsochor@gpsd.us

Date of the Board Resolution:

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan update can only be approved when a board resolution approving submission of the update is received by the department.

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

District Statement of Assurances Form

The Chief School Administrator hereby assures that the following has occurred.

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above item and Three-Year Preschool Program Plan for 2019-2022 are correct and complete.

Chief School Administrator's Signature

Date

Outreach/Program Delivery

Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering “universal” and “targeted” preschool programs must serve at least 90% of the universe of eligible preschool children

For those districts serving less than 90% of their universe, list strategies and submit evidence that the district will use to recruit the universe of eligible preschool children including those with special needs. Evidence submitted must include at least one example of the district outreach and recruitment information and/or registration flyers that have the Child Find Information displayed.

English Child Find:

If you are concerned your preschool child is developing or learning differently, you can call your district to request an evaluation for preschool special education and related services. For more information call: (district telephone #).

Spanish Child Find:

Si le preocupa que su hijo de edad preescolar se esté desarrollando o aprendiendo en forma diferente, puede llamar el distrito escolar para solicitar una evaluación para educación especial preescolar y servicios relacionados. Para obtener más información llame:

List the number of eligible children projected to be served each year by age and setting.

Number of Eligible Children

Year	# children by age 3s	# children by age 4s	Total # of children	Overall % of Universe	# of classrooms In-district	# of classrooms Provider	# of classrooms Head Start
Current (2018-2019)	54	67	114	114	6	N/A	N/A
Year 1 2019-2020	64	96	114	114	6-8	N/A	N/A
Year 2 2020-2021	64	96	114	114	6-8	N/A	N/A
Year 3 2021-2022	64	96	114	114	6-8	N/A	N/A

If applicable, what is the district’s plan to move all classrooms to full day?

The district plans on moving to a full day 4 year program and the subsequent year we will move to a full day 3 year old program. We will also be applying for the competitive grant.

Chronic Absenteeism

Please review the guidance regarding Chronic Absenteeism: ([Chronic Absenteeism Guidance](#))

1. What is used to track attendance in your preschool program? Include tracking for district and provider programs.
The district uses our district wide student data base, PowerSchool, to track student attendance.
2. What was your preschool absenteeism rate for 2017-2018?
For the current school, the district excluded only five students out of 124 students.
3. What strategies will the district employ to reduce preschool absenteeism? Every time a student is absent our school nurse will call the parents to find out why the child is absent. Each absence is documented in Powerschool. Parents receive a parent letter once they reach five absences. The principal meets with the families once they reach 10 absences. Once they reach 15 absences the principal meets with the family again and they are excluded from the program. Outside resources are provided to the parents such as Perform Care.

Administrative Oversight

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to *6A:13A-4.1(a)* for ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Administrative Oversight

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Chief Academic Officer	Danielle Sochor	Chief School Administrator Principal Special Education Teacher	18 years	Curriculum and Instruction

2. Fill in the "Monitoring and Tracking" table below to indicate who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews, if applicable.

Monitoring and Tracking

Title	Name	Phone	Email	Other district responsibilities unrelated to preschool
Business Administrator	Scott Henry	856.652.2700 ext. 6205	shenry@gpsd.us	School District BA

3. To whom will the fiscal staff person report to? Superintendent, Dr. Mark Silverstein

Master Teachers/Coaching

Refer to the sections on Master Teachers/Coaching in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*.

The master teacher must have the following qualifications and experience:

- A bachelor's degree and teacher certification;
- Three to five years' experience teaching in preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and
- Experience providing professional development to classroom teachers.

Master teachers should dedicate the majority of their time to classroom visits coaching and supporting teachers through the reflective cycle and follow-up discussions with teachers regarding children's learning and instructional practices. Fill in the "District Master Teachers" table below based on the district's master teachers.

District Master Teachers

Name	Email address	# of Assigned Classrooms	Assigned Area of Specialization (special Ed, ESL, literacy, math, science, etc.)
Renee Vanartsdalen	rvanartsdalen@gpsd.us	5 Classrooms	Literacy and Math

1. Are all of the district's master teacher positions filled for 2019-2020 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the *Preschool Program Implementation Guidelines*? If not, why not? Yes
2. Who, of your master teachers, has not been trained or enrolled in the Master Teacher Professional Development Fellow Seminar? None
3. Have master teachers been trained as a part of a Train-the-Trainer by the curriculum developer? If so, who? If not, what is the plan or scheduled date(s)? Next year she will participate in the training

Intervention and Support Services: Inclusion and Special Education

To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high quality preschool curriculum. Refer to the Intervention and Support Services sections of the *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;
 - Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;
 - Push-in and pull-out services are used on a limited basis;
 - Classroom teachers participate in all meetings throughout the IEP process; and
 - Collaboration among teachers, special education staff and intervention teams is built into the schedule.
1. Referring to Table 1 (in the Enrollment Projections Workbook) and the district's Special Education Annual Data Report, how many preschool children with disabilities (IEPs) in total, for both general education inclusion and preschool disabled classrooms, does the district project for 2019-2020?
 2. How many **general education preschool classrooms in district, Head Start, and provider sites** are projected to enroll children with disabilities (IEPs) over the next Three years?

Table A: Number of general education classrooms with preschool disabled children

Setting	2019-2020	2020-2021	2021-2022
Head Start	N/A	N/A	N/A
Provider	N/A	N/A	N/A
In-district	16	The district can go up to 8 ICR students in a classroom.	The district can go up to 8 ICR students in a classroom.

- How many **preschool disabled classrooms (self-contained) in district or provider** sites are projected to enroll children with disabilities over the next five years?

Table B: Number of self-contained classrooms with preschool disabled children

Setting	2019-2020	2020-2021	2021-2022
Head Start	N/A	N/A	N/A
Provider	N/A	N/A	N/A
In-district	2	2	2

- Not included in the number above, are there any additional preschool children with disabilities (IEPS) sent to specialized schools out-of-district? If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2019-2020? We plan on servicing all of our students in district since we have a full day ABA Program and Preschool Disabled Program. The only time the district will send out a child if they are medically fragile and are in need of 1:1 nursing services.

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT. This team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provide coaching and interventions for children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

- List the name and area of specialization for each person assigned to the PIRT.

Names and Areas of Specialization

Name	Title	Email	Other responsibilities
Renee Vanartsdalen	Master Teacher	Rvanartsdalen@gpsd.us	N/A
Danielle Sochor	CAO/Principal	dsochor@gpsd.us	CAO

- The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors. For each of the following groups, list the professional development activities the PIRT specialists or PIRT-Designees will deliver to address the Pyramid Model and the needs of children with challenging behaviors in all preschool classroom settings:
 - Preschool and kindergarten administrative staff (including master teachers, social workers, and the community parent involvement specialist);
 - Teachers (Preschool and Kindergarten);

- Teacher assistants;
- Parents and families;
- Child study team and special education supervisors; and
- Support therapists working with students with disabilities.

All of the stakeholders above participate in Social and Emotional Learning and the district is becoming a Trauma Informed School.

- PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. coaching and meetings) with each of the following:
 - PIRT and classroom teachers; Most of my PIRT Team are preschool teachers and we only have a preschool/Kindergarten building so we conduct our PIRT members with our I&RS Team Members from Kindergarten.
 - PIRT and master teachers; and PIRT and families of children with challenging behaviors. Substitutes are provided for all PIRT/I&RS Team Meetings.
- Are there any changes to the role of the PIRT (i.e. coaching and using the reflective cycle in the 2019-2020 school year)?
No, since we made our changes this current year.
- Are all of the PIRT positions filled for 2019-2020? If not, why?
Yes
- What is the ratio of PIRT staff to classrooms?
We have 5 PIRT Team Members for 5 classrooms.
- How many PIRT members have been trained in:
 - The Pyramid Model? When? 9/18/18 all 5 Members
 - TPOT? When?
 - Of those trained in the TPOT, how many are reliable? When?
- PIRT team requests for assistance (RFA):
 - How many total general education case files were opened in the 2018-19 school year for children who need PIRT services? 5 Students
 - How many of these were opened as a result of the ESI-R screening? Yes
 - Of those, how many were for children with challenging behaviors? 1
 - Of those, how many were for children with other reasons? Please provide some of the other reasons. Low cognitive ability.
 - How many of the cases opened resulted in an IEP? 2 Students are currently being tested by the Child Study Team.

Teaching Pyramid Observation Tool (TPOT): The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children's social-emotional development and behavior. TPOT measures how well teachers are implementing the 3 tiers of the [Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children](#) in classrooms serving children 2 to 5 years of age.

9. Is the district using the TPOT in every classroom? Is so, how often? No

10. Who is administering the TPOT in those classrooms? N/A

11. What is done with the TPOT data collected? N/A

Developmental Screening Tool: The Division of Early Childhood Education recommends use of the Early Screening Inventory–Revised. If the district is planning to use a different instrument, please describe below.

The district currently uses the ESIR.

The Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered by the child's teacher upon entry to the program, within the first 6 weeks of school, by the child's teacher.
- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.
- Screening is not used as a pretest/posttest measure.
- Children who fall into the "re-screen" category are screened within the time frame recommended by the screening instrument (usually within six weeks) and the PIRT team is notified.
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe your screening process for incoming students:

All of our students use the ESIR and Creative Curriculum Gold Assessment.

12. What developmental screening tool will be used in the program?

Creative Curriculum Gold Assessment

13. Is this a change from the 2018-19 school year?

No

14. Who administers the developmental screening tool and when?

Health and Nutrition

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The following should be provided to preschool children and their families:

- Conduct health screenings (vision, hearing, dental, height and weight screenings);
As per code (*N.J.A.C. 6A:13A*), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool.

Vision, hearing and dental screenings should be completed on the first day of child's attendance in the preschool program, however, to accommodate district scheduling constraints and late registrants the DECE recommends that screenings occur within the first 30 days of school.

Please list the 2019-2020 proposed schedule of health screenings for preschool children (including what the screenings are and when they will be completed). Also include how the families are notified of the screenings.

2019-2020 Proposed Schedule of Health Screenings

Health Screening	When completed	How families notified about Screening
vision hearing, height, weight	At Registration and new entrants within 30 days or by 9/30/20	Registration Information Parent Newsletter District Website Written Notification Letter

Monitor and follow up on individual child health records;

- Document and communicate with staff and parents about allergies or other health issues;
- Assist in written policies related to health, safety and nutrition;
- Assist parents in locating appropriate medical and health resources, as needed;
- Assist in the development of written emergency procedures; and
- Provide health-related training to staff and/or children, as needed.

Nurses must be provided at a ratio of 1:300 children for preschool children in provider, Head Start and in district classrooms.

1. How will the nursing ratio be met? Check all that apply.

Nursing Ratios

How the nursing ratios will be met	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	
Nurse(s) employed solely by the district who also have other district responsibilities.	X
Nurse(s) at Head/Start provider sites.	
Other	

2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms? Submit the 2019-2020 proposed schedule of health screenings for preschool children. Upon registration and no later than 9/30/20
3. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2019-2020? Submit the proposed parent education schedule. Possible topics include seat belt awareness, poison prevention, dental, asthma/allergy, and vision care.
4. What professional development do the nurses provide to classroom teachers and children?
Teachers: BBP, Asthma, Anaphylaxis, Diabetes, Janet's Law, Epilepsy and Nutrition Policy
Children: Dental, Car Safety, Poison Prevention
5. All district-operated preschool classrooms should participate in the National School Breakfast Program and the National School Lunch Program. Contracted providers should participate in the Child and Adult Care Food Program (CACFP) whenever possible. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

Administrative Code requirements are as follows: one family worker for every 45 children in Head Start and contracted private provider settings; one social worker for every 250-300 children in in-district settings; and one community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).

The district does not have a Family Worker since we are not an Abbot District/Head Start or contracted setting.

1. List the title, name, contact information and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers). The district does not have a family service professional. We use are school pyschologist.

In-District Family Services Professionals

Title	Name	Phone	Email	Responsibilities
School Psychologist	Dr. Yanek	856-65-2700	kyanek@gpsd.us	CST Member PIRT Team Member

2. List the activities and supports that will be available for families in the preschool program (attach a schedule, if available).
3. How are the needs of enrolled families assessed? Please attach a copy of the document used (i.e. survey, needs assessment, etc.).

We conducted a survey for a full day preschool.

4. What are the projected primary responsibilities of the Early Childhood Advisory Council? How often do they meet (i.e. monthly, bi-annually, quarterly etc.)?

Quarterly

Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

Which of the following preschool curricula will the school district adopt or is currently using?
District-developed curricula will not be approved.

Preschool Curricula

Curricula	Check all that apply
Creative Curriculum	X
Curiosity Corner	
High Scope	
Tools of the Mind	
Other	

- How long has the district been utilizing that curriculum? 10 years
- What edition will you be using for the 2019-2020 school year?
(If the district is contemplating a change to curriculum implementation, contact DECE for assistance with the process. All changes must be approved by the Department.)
We are still using the same curriculum, Creative Curriculum Gold.
- The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

Curriculum Specific Instruments

Instrument	Check all that apply
Fidelity Tool (Creative Curriculum)	x
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	
Fidelity Checklist (Tools of the Mind)	
Other (please describe)	

- How will you ensure the curriculum is being implemented to fidelity? (i.e. use of a curriculum fidelity tool –how and when)
The district uses this tool as part of the program and is monitored by our Master teacher. Assessments are conducted three times a year. Data collection is ongoing throughout the year on a daily basis by our preschool teachers and aides.
- What performance-based assessment will the school district use to inform instruction in preschool classrooms?

Performance Based Assessments

Assessment	Check all that apply
Teaching Strategies GOLD (Creative Curriculum)	x
Child Assessment Tool (Curiosity Corner)	
Child Observation Record (High/Scope)	
Work Sampling System (Tools of the Mind)	

- How does the district ensure the performance based assessment is used to fidelity?

7. How does the district plan to use performance based assessment at the:
 - a. Student level: The district uses this tool to measure the progress of every student. Data is then shared with the parents.
 - b. Classroom level: The district uses the tool in every classroom. During our PLC we discuss the results as a class.
 - c. school or program level: Each class shares their data in our PLC Meetings.
 - d. district-wide level
8. If the district is using curriculum supplements, what are they and please explain how they work? No

Once implemented, curricular enhancements will become part of the DECE monitoring and assessment of the preschool program.

When a district is choosing a curricular enhancement, they should ensure that the materials are:

- Based on scientific research and include standardized training procedures to support implementation;
- Aligned with the New Jersey Preschool Teaching and Learning Standards;
- Content-rich;
- Part of a structure that promotes measureable progress toward learning and development; and,
- Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.

For additional information please refer to the DECE's [Curriculum Enhancement Guidance](#).

Professional Development: Instructions for Creating a Preschool Professional Development Plan

Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. To optimize its effectiveness, professional development must also have the following qualities:

- Be aligned to the *Standards* and focus on the implementation of the comprehensive preschool curriculum;
- Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and
- Include systematic ongoing training that is based on children's development and adult learning.

Prior to the development of the plan, the educational staff should reflect on past professional development experiences to determine how previous trainings have impacted teaching practices and children's learning outcomes.

Future professional development experiences should be planned using a systematic, multiyear approach to further strengthen, sustain, and/or address a newly identified need. Please provide a brief description of what your district intends to focus on in your professional development plan based on aggregated data generated from your data summary tool. The long-term plan should be revisited periodically and, when necessary be adjusted so that the intended outcomes are achieved in terms of teaching practice and children's learning outcomes need to be evaluated periodically to help plan for positive learning opportunities.

1. How does the preschool program administrator(s) identify the needs of professional development for the preschool staff? How do you plan to meet the professional development needs of all the teaching staff (MTs, PIRT, teachers, and teacher assistants) and non-teaching staff (master teachers, principals, nurses, supervisors),

We conduct a needs assessment at the end of each year that will drive our pd for the next school year.

2. List the specific professional development topics planned for the 2019-2020 school year that will meet your step by step three year professional development plan. For each topic, list expected groups of participants (e.g., teachers, master teachers, PIRT), possible dates for training sessions, trainers' names, and estimated costs associated with each training session.
3. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

Purposeful Play	All Staff Preschool/Kindergarten	TBD- Opening Day October In- Service	Gina Heller	No cost to the district since she is a PIR resident from Rowan University.
Nursey Rhymes Scope and Sequence	Preschool/Kindergarten	October In- Service	Danielle Sochor	No Cost
Social and Emotional Learning	Entire District	TBD February In- Service Monthly PLCs	Dr. Melissa Sadin	\$2500.00
Trauma Informed Schools	Entire District	TBD	Dr. Melissa Sadin	\$2500.00

		February In- Service		
		Monthly PLCs		

Culturally Responsive Instructional Practices	All Staff	September 2019	Rowan Professor TBD	\$2000.00- \$4000.00
SIOP Training	All Staff	Ongoing	ESL Instructor	No Fee
PLCs-School/Grade Level	All Preschool Staff	Ongoing	Administration and Teachers	No Fee
Data Analysis	All Staff	Ongoing	Administration	No Fee
Positive Behavior Support	All Staff	Ongoing	Rich Taibi	No Fee
IR&S/RTI	All Staff	Ongoing	Administration CST Members	No Fee
Literacy/Math PD	All Staff	Ongoing	Literacy/Math Supervisor	No Fee
Phonics, Retelling Writing, and Effective Read Alouds/Literacy Centers	All Staff	June 2019	Heinemann Consultant	TBD
Early Childhood Rating Scale	All Preschool	Ongoing	PLC Members	No Fee
Creative Curriculum Scope and Sequence Development	All Preschool Staff	Ongoing	PLC Members/Curriculum Writers	No Fee
Reading/Dyslexia Conference	All District Staff	August 2019	Conference Speakers	\$1250.00

Supporting English Language Learners

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines*. Note that the optimal model for enhancing the learning and

development of English language learners is through the support of both home language and English. Bilingual and dual language classrooms are optimal.

1. Are all preschool families given the Home Language Survey at registration?

Glassboro Public School District ensures that all registrants are given the opportunity to complete a Home Language Survey which is located on the district registration site.

2. What percentage of the district's preschool population is counted as English Language Learners (ELL's)?

At the current time, the percentage of our district's preschool population that will be counted as English Language Learners is unknown.

3. What percentage of the district's overall population is counted as English Language Learners (ELLs)?

At present, there are a total of 1,982 students in Glassboro Public School District. 71 or 3.6% are counted as ELL in grades K thru 12.

4. How many bilingual preschool teachers will be employed in 2019-2020?

At the present time, zero bilingual preschool teachers will be employed in 2019-2020. We do have a retirement for September so we plan hire a bilingual specialist.

5. How many bilingual preschool teacher assistants will be employed in 2019-2020?

At the present time, one bilingual preschool teacher assistants will be employed in 2019-2020.

6. How many preschool classrooms will not have a bilingual teacher or assistant?

At the present time, three preschool classrooms will not have bilingual preschool teachers nor assistants.

7. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

Persons Responsible for Making Decisions about Serving Preschool ELLs

Name	Title	Phone	Email	Other responsibilities (if applicable)
Danielle Sochor	CAO	856-652-2700	dsochr@gpsd.us	Curriculum

8. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency

screening tools are not appropriate for making placement decisions about 3- and 4-year-olds. All of our students receive the same screening assessments.

9. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan. We will provide SIOP training.
10. What types of services are provided by the preschool master teacher or coach?
Preschool Conference in Atlantic City and state provided training.
11. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children? Our ESL teacher provides consultative support to the teacher and the students.
12. How are families of ELL preschool children supported? Through our BPAC Meetings (Bilingual Parent Advisory Group)

TRANSITION

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. What methods will be used to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and all children transitioning from preschool to kindergarten?

The Child Study Team members meet with the kindergarten teachers to ensure a successful transition to kindergarten. Students are also discussed during our PIRT team members. Teachers are also invited to attend the Annual Review meetings.

2. All school districts should have a transition team. Which positions will make up the district's team?

Name	Title
Danielle Sochor	Principal
Renee Vanartsdalen	Preschool Master Teacher
Carrie Owens	BSI Teacher
Dr. Yanek	School Psychologist
Beth Torbik	Social Worker

3. How often do they meet?

Once a month or as needed.

4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

Professional development opportunities have been provided that align with District and School objectives. Training sessions and/or overviews support the ongoing implementation of our current curriculum/programming in our Kindergarten classrooms. Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Positive Behavior supports training/data review will continue to be provided to enhance pro-social development. The math and literacy supervisors and curriculum coordinator will continue to help with practical classroom applications for Eureka Math, Wilson's Foundations, Writer's Workshop and Guided Reading.

5. List projected transition activities for teaching staff, children and families for each of the categories below.

From early intervention to preschool:

Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Our current report card is aligned between Kindergarten and Preschool. We are implementing an assessment to determine student abilities, letter sound recognition, and number recognition to support kindergarten instruction. We also integrated the Foundations program during small group to assist with decoding and encoding. All Pre-K and Kindergarten classrooms maintain a playful environment through the implementation of small group learning, manipulatives, and technology. This program is currently used in our Kindergarten Classroom.

Our current report card is aligned between Kindergarten and Preschool. We are implementing an assessment to determine student abilities, letter sound recognition, and number recognition to support kindergarten instruction. We also integrated the Foundations program during small group to assist with decoding and encoding. All Pre-K and kindergarten classrooms maintain a playful environment through the implementation of small group learning, manipulatives, and technology. This program is currently used in our Kindergarten Classroom.

From home to preschool:

The district has ongoing meetings with the staff of Early Intervention. Glassboro has provided ongoing professional development in data analysis and collection, using the developmental curriculum rubric, weekly collaboration for further

developing units of study, and implemented a professional learning community with the book, Comprehension Through Conversation with the goal of providing rich oral language interactions. The district also utilizes Fountas and Pinnell Literacy Beginnings as part of their book study.

From preschool to kindergarten:

Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Our current report card is aligned between Kindergarten and Preschool. We are implementing an assessment to determine student abilities, letter sound recognition, and number recognition to support kindergarten instruction. We also integrated the Foundations program during small group to assist with decoding and encoding. All Pre-K and kindergarten classrooms maintain a playful environment through the implementation of small group learning, manipulatives, and technology. This program is currently used in our Kindergarten Classroom.

From kindergarten to third grade:

The professional development plan includes the following areas of focus: the continuation of Standard Based Mathematics consultations, Implement Common Core State Standards, Writing Workshop –Units of Study, Guided Reading, Total Participation Techniques (TPTs). Collegial discussions to address Understanding Poverty and bridging the achievement gap and grade level articulation.

Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-year preschool program plan and annual updates.

Use the checklists below to indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

Classroom Evaluation Instrument(s) Used to Inform Assessment and Improvement Process

Classroom Evaluation Instrument	Check all that apply
Creative Curriculum's Fidelity Tool	x
Curiosity Corner's Implementation Self-Assessment Guide	
High/Scope's Preschool Quality Assessment	
Tools of the Mind's Fidelity Checklist	
Early Childhood Environmental Rating Scale – Third Edition	
Supports for Early Literacy Assessment	
Preschool Classroom Mathematics Inventory	
Classroom Assessment Scoring System	
Preschool Rating Instrument for Science and Math	
Teaching Pyramid Observation Tool	
Other (please describe) Kindergarten Screener	x

Please indicate which, if any, of the tools are being used for the first time by listing them here:

Program Evaluation Tool(s) Used to Inform Assessment and Improvement Process

Program Evaluation Tool	Check all that apply
Parent surveys	x
Staff surveys	
Administrator surveys	
Center director surveys	
Other (please describe)	

How will the results be summarized and used? We used the results from our survey to move to a full day program.