

Glassboro Public Schools



MEMO

Date: February 11, 2016

To: Mark Silverstein, Superintendent

From: Danielle Sochor, Chief Academic Officer

Re: Preschool Plan Action Memo
February 24, 2016 Board Meeting

Preschool Program – Recommend the Board approve the One-Year Preschool Program Plan for 2016-2017 school year and the District Budget Planning Workbook.

DMS/bg

**New Jersey Department of Education
Division of Early Childhood Education
One-Year Preschool Program Plan Update for 2016-17
Former ECPA/ELLI School Districts**

The purpose of this One-Year Preschool Program Plan update is to provide the Division of Early Childhood Education (DECE) with a detailed description of your plan for the implementation of the preschool program and associated costs for serving preschool children in the 2016-17 school year using Preschool Education Aid (PEA), as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A*.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2015-16 school year. Please note Districts are required to answer the questions at the end of each section.

Submission Instructions: An electronic copy of the completed materials along with two paper copies must be submitted to the New Jersey State Department of Education, Division of Early Childhood Education, P.O. Box 500, Trenton, NJ 08625-0500 on March 1, 2016. A copy of the materials must also be submitted to the county office.

The following must be submitted:

- The narrative update section (this document) of the One-Year Preschool Program Plan update;
- The District Budget Planning Workbook section of the One-Year Preschool Program Plan update that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2016-17;
- The signed cover sheet and the district statement of assurances; and
- A paper copy of the school district executed board resolution. If not included with submission, provide the date of expected approval. After board approval, submit the resolution to the New Jersey State Department of Education at the address given, above.

Approval

- Approval letters will be mailed from the DECE on or before April 1, 2016 to school districts that submit timely and complete plans.
- Late plan submissions by school districts are not guaranteed approval letters on or before April 1, 2016.
- Incomplete plan submissions will be returned for resubmission prior to DECE review and approval with no guarantee of DECE approval on or before April 1, 2016.

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 DECE.
- Submit a board resolution approving the preschool program plan and budget. *Attach a copy of the signed and dated Board Resolution **If not included**; provide the date of expected approval.*
- Contact the DECE with any questions regarding completion of the One-Year Preschool Program Plan update.

District Information

County: Gloucester County Code: 15

District: Glassboro Public Schools District Code: 1730

Chief School Administrator: Dr. Mark Silverstein

Address: 560 Joseph Bowe Blvd. Glassboro, NJ 08028

Telephone Number: 856-652-2700 X6105 Fax Number: 856-881-0884

E-Mail Address: msilverstein@glassboroschools.us

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@glassboroschools.us

Preschool Program Contact: Danielle Sochor, MA Title: Chief Academic Officer

Address: 560 Joseph Bowe Blvd. Glassboro, NJ 08028

Telephone Number: 856-652-2700 X6305 Fax Number: 856-881-0884

E-Mail Address: dsochor@glassboroschools.us

Date of the Board Resolution: February 24, 2016

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

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

DISTRICT STATEMENT OF ASSURANCES

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 Preschool Program Plan update for 2016-2017 are correct and complete.

Chief School Administrator's Signature

Date

OUTREACH/PROGRAM DELIVERY

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. List the strategies the district will use to recruit eligible preschool children, and describe how waiting lists will be handled. (Include the means of recruitment of hard to reach families).

The district actively recruits families from Glassboro through preschool enrollment round up, fliers, webpage, phone blasts, public Board of Education meetings, and Child Find activities. The district also recruits through informal parent sessions throughout the year, and select staff will go to local churches to recruit students. Our English Language Teachers are present during round up to assist families whose native language is not English. All of our mailings are written in English, Spanish, and Turkish.

2. Describe what research has been conducted to determine which recruitment method(s) have been most effective in reaching hard-to-reach populations and/or under-served groups

Parent family nights, as well as our Bilingual family nights, have been very effective in reaching our at-risk population. As stated above, we also reach out to our local churches to recruit students in consultation with our translator for the district.

3. Does the district have sufficient capacity to serve all children that wish to enroll? If no, describe your district's short and long term plans to serve additional children.

Preschool Lottery is ONLY implemented if our enrollment numbers are high and exceed our classroom limits. This past year we also created an additional classroom to meet the needs of our growing population.

ADMINISTRATIVE OVERSIGHT

Administration: Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.

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.

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

Title	Name	Certification	Preschool experience	Other responsibilities
Chief School Administrator	Dr. Mark Silverstein	CSA, Principal, Elementary Certification	5	Superintendent
Chief Academic Officer	Danielle Sochor	Principal Elementary Certification, Teacher of the Handicapped	14	Child Study Team
Principal	Aaron Edwards	Principal, School Guidance Counselor	1	Principal of Preschool of early Childhood Building

2. Describe how the appointed early childhood supervisor/administrator facilitates consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors (if applicable), and families.

The district administration and building principal collaborate on a weekly basis. Monthly preschool PLCS have been created to discuss our current program. The district offers parent/family nights in which we discuss our program.

COACHES/MASTER TEACHERS (IF REVELANT)

Master Teachers: Master teachers (coaches) fulfill the roles and responsibilities outlined in the New Jersey Preschool Program Implementation Guidelines.

(<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

Master teachers should dedicate the majority of their time to classroom visits, observations and follow-up discussions with teachers regarding children's learning and instructional practices.

1. How is the function of the master teacher position(s) being fulfilled in the school district?

She is currently a teacher in Kindergarten, which is in the same building as our preschool class. The district is looking to train another teacher to serve as the master teacher.

Our second teacher listed below is currently being trained to become a master teacher.

2. Based on the needs of the student population, what specialized training will the master teacher(s) or designee have? Check all that apply.

☒ Special education

☒ English language learner supports/Bilingual

☒ Other (please describe) Cultural Responsiveness

3. Who will serve in the position(s) of the master teacher? Provide the contact information below.

Title	Name	Phone	Email	Other responsibilities (if applicable)
Teacher	Wendy Atkinson	856-652-2700	watkinson@glassboroschools.us	Kindergarten Teacher
Teacher	Renee Vanartsdalen	856-652-2700	rvanartsdalen@glassboroschools.us	Preschool Teacher

CURRICULUM AND ASSESSMENT

Curriculum: The preschool curriculum is effective in helping children learn and develop.

Refer to the section on Curriculum and Program and The Learning Assessment and Documentation Process in the *Preschool Program Implementation Guidelines*.
(<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

1. Which of the following preschool curriculum will the school district adopt or are currently using?
 - ☒ Creative Curriculum
 - ☐ Curiosity Corner
 - ☐ High/Scope
 - ☐ Tools of the Mind
 - ☐ Other _____ (Describe)
2. What is the district's stage in implementing the preschool curriculum?
 - ☐ 1st year – direct training from curriculum trainer/developer
 - ☐ 2nd year – direct training with a coaching focus
 - ☐ 3rd year – direct training with a coaching focus or coach with updates from curriculum trainer
 - ☒ 4th year - coach with updates from curriculum trainer
 - ☐ 5th year - coach with updates from curriculum trainer
 - ☐ Other (please describe)
3. 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:

- ☒ Fidelity Tool (Creative Curriculum)
- ☐ Implementation Self Assessment Guide (Curiosity Corner)
- ☐ Preschool Quality Assessment (High/Scope)
- ☐ Preschool Teacher Self-Reflection (Tools of the Mind)
- ☐ Other (please describe)

Cross Curricula:

- ☒ Early Childhood Environmental Rating Scale – Third Edition
- ☐ CLASS
- ☒ Supports for Early Literacy Assessment
- ☒ Preschool Classroom Mathematics Inventory
- ☒ Other (please describe) Cultural Diversity and Understanding Poverty

4. What performance-based assessment will the school district use in preschool to inform instruction?

- ☒ Teaching Strategies GOLD
- ☐ Child Assessment Tool (Curiosity Corner)
- ☐ Child Observation Record (High/Scope)
- ☐ Work Sampling System (Tools of the Mind)

Screening: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

1. The NJ Division of Early Childhood Education recommends use of the Early Screening Inventory – Revised. If the district is planning to use another instrument, please describe below.

The district will be using the Early Screening Inventory.

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

- Screening instruments are administered upon entry to the program within the 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 timeframe recommended by the screening instrument (usually within six weeks).
- 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 any deviation from this protocol below.

No, not at this time.

PROFESSIONAL DEVELOPMENT

Professional Development: Structured classroom observation instruments are used to determine areas for professional development.

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

1. How will the school district assess the professional development needs of preschool teaching staff?
 - a. Attach a copy of the staff survey that will be used to assess professional development needs.
 - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

Curriculum Specific:

- ☒ Fidelity Tool (Creative Curriculum)
- ☐ Implementation Self Assessment Guide (Curiosity Corner)
- ☐ Preschool Quality Assessment (High/Scope)
- ☐ Fidelity Checklist (Tools of the Mind)
- ☐ Other (please describe)

Cross Curricula:

- ☒ Early Childhood Environmental Rating Scale – Third Edition
- ☐ CLASS
- ☒ Supports for Early Literacy Assessment
- ☒ Preschool Classroom Mathematics Inventory
- ☐ Classroom Assessment Scoring System
- ☐ Other (please describe)

2. For the 2016-2017 school year, list professional development topics, expected attendees, possible dates for training sessions, trainers' names, and estimated costs associated with each training session. Professional development should focus on curriculum and assessment, and address identified district's needs (i.e., diversity, inclusion/special education, challenging behavior and supports for specialized populations -e.g. English language learners, migrant, homeless and military families). Describe professional development activities for both teaching (teachers and teacher assistants) and non teaching staff (master teachers, principals, nurses, supervisors, preschool intervention and referral team).

PROFESSIONAL DEVELOPMENT PLAN

Topic	Participants	Dates	Trainer(s)	Cost
Creative Curriculum Preschool and Learning Standards	All Preschool Staff	Ongoing	Mr. Edwards Mrs. Sochor Jennifer Metzger	1,000-\$2000.00per day
Already Ready/ Fountas and Pinnel Literacy Beginnings	All Preschool Staff	Ongoing	Danielle Sochor PLC Members	No Fee
Culturally Responsive Instructional Practices	All Staff	September 2016	Dwayne Williams	\$3950.00
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	Mr. Edwards	No Fee
IR&S/RTI	All Staff	Ongoing	Administration CST Members	No Fee
Literacy/Math PD	All Staff	Ongoing	Literacy Teacher Coach/Math Coach	No Fee
Phonics, Retelling Writing, and Effective Read Alouds/Literacy Centers	All Staff	June 2016	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 2016	Conference Speakers	No Fee

PROGRAM EVALUATION

Program Evaluation: The preschool program is evaluated annually.

Refer to the sections on Program Evaluation in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

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

Classroom Evaluation Instruments:

- ☒ Creative Curriculum's Fidelity Tool
- ☐ 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
- ☐ CLASS
- ☐ Supports for Early Literacy Assessment
- ☐ Preschool Classroom Mathematics Inventory
- ☐ Other (please describe)

Program Evaluation Tools:

- ☒ Parent/Community surveys
- ☒ Staff surveys
- ☐ Administrator surveys
- ☐ Center director surveys
- ☐ Other (please describe)

Provide a summary below of how you will evaluate your program:

The district administrator and preschool master teacher meets on a monthly basis with the preschool team to discuss informally the effectiveness of the programs. The district analyzes the results of the district administered benchmarks between the students who attended our preschool program the previous year versus new registered students.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Supporting English Language Learners: All English language learners receive support for home and English language acquisition in their natural preschool environment.

Refer to the sections on English language learners in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>) 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. Dual language immersion classrooms are optimal for supporting and developing both the home language and English

1. How many children based on the Home Language Survey speak a language other than English at home? **12**
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? **8**
3. How many bilingual preschool teachers will be employed in 2016-2017? **Our current ESL teacher provides consultation when needed.**
4. What language(s) do they support? **Spanish, Turkish**
5. How many bilingual preschool assistants will be employed in 2016-2017? **One**
6. What language(s) do they support? **Spanish**
7. How many preschool classrooms do not have a bilingual teacher or assistant? **All of our preschool classrooms contain an aide.**
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

Name	Title	Phone	Email	Other responsibilities (if applicable)
Danielle Sochor	Chief Academic Officer	856-652-2700	dsochor@glassbororschools.us	Curriculum, Special Education
Rona Johnson	ESL Teacher	856-652-2700	rjohnson@glassbororschools.us	N/A

9. 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 parents complete a Home Language Survey as part of their registration process. Our ELL teacher participates and translates in the registration process. The results of the Home Language Survey are shared with the building principal and Lead teacher, and every preschool teacher with ELL students in his/her class. Our ELL teacher provides ongoing support and consultation to our students.

Administrative supports are provided to the maximum extent possible to address the needs of each ELL child in preschool. ELL students are encouraged to participate in the complete spectrum of activities offered in the district for socialization and the development of individual interests. The ESL teachers ensure that the ELL student, the family, the school, the classroom teachers, and the available services are fully integrated. These services include, but will not be limited to, providing interpreters and opportunities for parents to participate in their children's learning. This approach to teaching ELL students further supports the district's philosophy that education is a continuous process which must prepare each child to meet life's situations with confidence and skills. The entire staff works as a team to implement best practices to develop linguistic and cultural sensitivity.

The NJ Core Curriculum Content Standards, the goals and expectations from the Teachers of English Speakers of Other Languages (TESOL) standards, the NJ English Language Standards and No Child Left Behind (NCLB) mandates serve as the basis of our program design and implementation.

- * Include professional development to support teachers of English language learners in the Professional Development portion of this plan.**

All teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child's home or primary language, as well as English. All teachers are provided resources (books, songs, books on tape) in multiple languages based on the linguistic background of their students.

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.

Inclusion: Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports within the activities and routines of the preschool day.

To the maximum extent appropriate, preschool children eligible for special education will be enrolled in general education preschool programs with their typical peers in the context of a high quality preschool curriculum. Refer to 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 IEP goals are provided within classroom activities and routines.
 - Push-in and pull-out services are used on a limited basis.
 - Classroom teachers participate in all meetings throughout the IEP process.
 - Collaboration among teachers, special education staff, and intervention teams is built into the schedule.
1. Describe how many preschool children with disabilities the school district is currently serving in general education classrooms in addition to how many it projects that it will include in 2016-2017.

Full-time, preschool disabled children in general education	
2015-2016	2016-2017
1	3

2. How many preschool children with disabilities will be enrolled in each general education classrooms? **Typically we do not exceed 3 students in each classroom.**

INTERVENTION AND REFERRAL

Intervention and Support: Protocols for Preschool Intervention and Referral are communicated to staff and parents to support children who exhibit persistent challenging behaviors, and/or learning difficulties, or other areas of concern.

1. THE CSEFEL Pyramid Model and Positive Behavior Supports is recommended by the NJ Division of Early Childhood Education to prevent and address challenging behaviors. Have you or your staff attended the 4-day CSEFEL (Pyramid Model & Positive Behavior Supports) Training?
2. If not, do you or your staff plan to enroll in the 4-day CSEFEL Pyramid Model and Positive Behavior Supports training? (<http://csefel.vanderbilt.edu/>)
3. If an alternative to the CSEFEL Pyramid Model and Positive Behavior Supports will be used, describe the program below.
4. The Preschool Intervention and Referral Team (PIRT or PIRT designee) is to consult with the classroom teacher to provide ongoing support through the coaching cycle of continuous improvement, and model appropriate strategies and techniques for teachers to address the needs of all preschool students and prevent and/or address challenging behaviors.
5. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
 - Teachers,
 - Parents,
 - Other special services staff, or
 - Child Study Teams when necessary

The PERT team consults with the classroom teacher to assist with challenging behaviors and to help address learning difficulties. Please see attached information regarding I&RS Procedures.

The district currently implements PBIS. Through the Bulldog Buddies program, teachers and staff address the school-wide and specific setting behavioral expectations for all students who attend our school. Character Education and bullying lessons focus on ways students can handle situation that might possibly lead to problems. The Administration & Bulldog Buddies Committee continue to work with the school community and staff to find solutions to reduce discipline infractions.

Our goal is to provide proactive measures that students can use to continue to be successful in all areas of the school environment. To assist with the PBS model the Bulldog Buddies Committee continues to institute initiatives to deal with all student behaviors in a proactive manner. This has included the Principal's Check-in Program, universal rewards and our school wide token economy system.

FAMILY AND COMMUNITY INVOLVEMENT

Family Involvement: There are multiple opportunities for families to be involved in district and in providers programs.

1. What district staff will be responsible for coordinating and providing social services and programs to families?

Title	Name	Phone	Email	Other responsibilities
School Psychologist	Helen Craig	856-652-2700	hcraig@glassboroschools.us	Member of the CST

2. List the activities and supports that will be available for parents in the preschool program (attach a schedule, if available).

Family Parent Nights
Parent/Teacher Conferences
Parent/Student Dances
Student Assemblies
African American Read In
PTO Meetings

3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families. **Please see attached.**

HEALTH AND NUTRITION

Health, Safety, and Food Services: The educational process is strengthened and facilitated by improving and protecting the health status of children.

Refer to the section on Health and Nutrition in Health, Safety and Nutrition in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

All preschool programs participate in the National School Breakfast Program and the National School Lunch Program. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

Nurses who work with preschool children and their families provide the following services:

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- 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.
- Provide health-related training to staff and/or children, as needed.

1. What specific services will nurses provide to preschool children in district; provider and Head Start classrooms (if contracting)?

Health services are provided according to NJ State Health Services Guidelines. Individual Health files are maintained with emergency contact information, health history, current physical exam report, up to date immunizations, and any medical issues relevant for school participation including any allergies, asthma, physical limitations, etc. First aid services and medication administration are provided as needed. General written emergency procedures are provided to staff as well as emergency/care plans for specific students with health conditions that warrant it (ie, food allergy, seizure, diabetes, etc.) Staff is trained and delegated as necessary for Epi-pen and Glucagon use. General annual training is provided to all staff concerning asthma, life-threatening allergies, blood borne pathogens, and seizures. Other health-related topics are reviewed with staff as needed as related to a specific student health need.

2. Submit the 2016-2017 proposed schedules of health screenings for preschool children.

Physical exam reports for physicals conducted within one year are required as part of Pre-K registration. In addition, Pre-K students are screened for height, weight, vision & hearing typically between Jan and March or immediately upon request by a teacher who suspects a deficiency. Parents are notified of any deficiency found in screening and are requested to follow up with their medical at home and are provided with resource information on where to receive free services if necessary.

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2016-2017 (submit the 2016-2017 proposed parent education schedule)?

Parents are provided health information on an as-needed basis and by general reading materials and community resource information including local clinics, Family Success Center offerings, and County and State offerings. Student classes are visited by Holdbrook Dental annually and receive materials to take home to parents. Requests may be made by teachers for presentations on health topics (i.e., germs & handwashing).

TRANSITION

Transition: Transition plans are made for children entering the preschool program from home or other programs.

Refer to Transition and Continuity 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?
2. All school districts should have a P-3 transition team. Which positions will make up the district's team?

Name	Title
Danielle Sochor	Chief Academic Officer
Aaron Edwards	Principal
Rich Taibi	Principal
PERT TEAM	Members of the Team
Amada Brice	School Counselor
Helen Craig	School Psychologist
Christine Tanfani	LDTC

3. 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 coach and curriculum coordinator will continue to help with practical classroom applications for Everyday Math, Wilson's Foundations, Writer's Workshop and Literacy by Design.

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.

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

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 Pinnel Literacy Beginnings as part of their book study.

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.

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.