

**District: Glassboro Public School District**

**County: Gloucester**

**New Jersey Department of Education  
Division of Early Childhood Education  
One-Year Preschool Program Plan Update for 2014-2015  
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 2014-15 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 2013-2014 school year.

**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 February 28, 2014. 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 2014-15; and
- The signed cover sheet and the district statement of assurances.
- 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, 2014 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, 2014.
- 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, 2014.

### **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.
- Process a board resolution approving the materials.
- Contact the DECE with any questions regarding completion of the One-Year Preschool Program Plan update.

**District Information**

County: Gloucester County Code: 17

District: Glassboro Public School District Code: 1730

**Chief School Administrator:** Dr. Mark Silverstein

Address: Glassboro Public School, 560 Joseph Bowe Boulevard, Glassboro, NJ 08028

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

E-Mail Address: msilverstein@glassboroschools.us

**School Business Administrator:** Walter Pudelko

Address: Glassboro Public School, 560 Joseph Bowe Boulevard, Glassboro, NJ 08028

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

E-Mail Address: wpudelko@glassboroschools.us

**Preschool Program Contact:** Danielle Sochor Title: Director of Curriculum & Personnel

Address: Glassboro Public School, 560 Joseph Bowe Boulevard, Glassboro, NJ 08028

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

E-Mail Address: dsochor@glassboroschools.us

Date of the Board Resolution: February 26, 2014

*Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval.*

  
\_\_\_\_\_  
**Chief School Administrator's Signature** 2/19/14  
**Date**

  
\_\_\_\_\_  
**School Business Administrator's Signature** 2/19/14  
**Date**

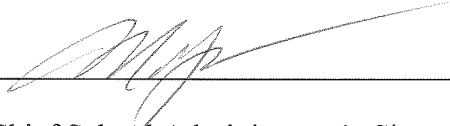
**DISTRICT STATEMENT OF ASSURANCES**


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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 2014-2015 are correct and complete.

  
\_\_\_\_\_  
Chief School Administrator's Signature

  
\_\_\_\_\_  
Date

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**ADMINISTRATIVE OVERSIGHT**

1. Describe your district's preschool administrative structure, addressing the points listed below.

<ul style="list-style-type: none"><li>Indicate how the school district will provide administrative oversight for the preschool program (full-time preschool administrator, position combined with another administrative position in the school district, etc.).</li></ul> <p><b>For the 2014-2015, Glassboro School District has one principal, Mr. Richard Taibi, to service the J. Harvey Rodgers School. The Chief School Administrator, Dr. Mark Silverstein and the Director of Curriculum and Personnel, Danielle Sochor will also provide administrative oversight.</b></p>
<ul style="list-style-type: none"><li>Did someone from the school district participate in the leadership training (track 1 or 2 offered by the Division of Early Childhood Education)? If yes, indicate name(s).</li></ul> <p><b>No</b></p>
<ul style="list-style-type: none"><li>Did someone from the school district participate in the master teacher course offered by the Division of Early Childhood Education? If yes, indicate name(s) and year.</li></ul> <p><b>No</b></p>
<ul style="list-style-type: none"><li>Did someone from the school district participate in the positive behavior supports training offered by the Division of Early Childhood Education? If yes, indicate name(s).</li></ul> <p><b>Mr. Richard Taibi, Principal received training from an outside consultant in his previous district. He has provided professional development on PBS to all instructional and support staff. Mrs. Danielle Sochor also received training on PBS on February 14, 2014.</b></p>

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**INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion**

1. For the 2014 -15 school year, indicate:

<ul style="list-style-type: none"><li>The <b>total</b> number of preschool children with disabilities projected to be served, including those served in general education and self-contained classrooms.</li></ul> <p><b>14</b></p>
<ul style="list-style-type: none"><li>The number of children with disabilities projected to be enrolled in general education classrooms.</li></ul> <p><b>12</b></p>
<ul style="list-style-type: none"><li>Enter the number of children served by the PIRT or I&amp;RS team in the <b>2012-13</b></li></ul>

(previous) school year: <u>1</u>
<ul style="list-style-type: none"> <li>Enter the number of children referred to the child study team for formal evaluation in the <b>2013-14</b> (previous) school year: <b>5</b></li> </ul>

**ENGLISH LANGUAGE LEARNERS:**

2. For the 2014 -15 school year, indicate:

<ul style="list-style-type: none"> <li>The <b>total</b> number of preschool children whose home language on the Home Language Survey is other than English.</li> </ul> <p><b>Genesis: 6</b>  <b>Pre-K3: 1</b>  <b>Pre-K4: 12</b></p>
<ul style="list-style-type: none"> <li>Do you provide a language screening to incoming preschool English language learners? If so, what screening measure is given, and how is the information used?</li> </ul> <p><b>Creative Curriculum Gold Assessment. The information is used to determine literacy and pre-literacy skills and mathematics knowledge for success. Oral language, social and emotional skills are also addressed. Students deemed at-risk are given supplemental services as needed.</b></p>
<ul style="list-style-type: none"> <li>What supports are available for teachers of preschool English language learners?</li> </ul> <p><b>The preschool teachers have begun to implement the ELL portion of Creative Curriculum Gold. All preschools teachers including teachers of English Language Learners participate in all professional development activities provided by the district. Our ESL teacher also participates in the yearly TESOL conference.</b></p>
<ul style="list-style-type: none"> <li>What services are available to support the families of preschool English language learners?</li> </ul> <p><b>During the 2014-2015, the district will be implementing the online parent portal for Creative Curriculum Gold which includes ELL supports. The district continues to offer Parent Family Nights in Literacy and Math throughout the year.</b></p>

**CURRICULUM AND ASSESSMENT**

**Curriculum**

- List for the 2014 -15 school year your district’s curricula (i.e. Creative Curriculum, Curiosity Corner, Tools of the Mind, High Scope, other).

**Creative Curriculum**

- What professional development is being offered in 2013-14 that specifically supports continuing implementation of your chosen curriculum?

**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.**

- Describe the curriculum areas in which your staff needs further professional development.

**Integrating Literacy and Math**

- Describe the professional development, specific to curriculum implementation that you plan to offer in 2014-15.

**Glassboro will be continuing with the Literacy and Math Interest Areas in the Fall of 2015. The district will also participate in the training of the Charlotte Danielson Model for Teacher Evaluations.**

- Does the district have updated curriculum materials (if applicable)?

**Yes**

- How does curriculum support differentiated instruction to meet the needs of all children, particularly children with IEPs, children with advanced skills and children who are ELL?

**All whole group and independent activities promote differentiated instruction to meet the needs of our diverse population. Our ESL instructor is providing supplemental support as needed and participates in collaborative meetings.**

- Have all teachers, assistants and administrators responsible for preschool been trained in the curriculum?

**Yes**

- Has support staff been given an overview of the curriculum?

**Yes**

- What steps has the district taken to align the preschool curriculum with Kindergarten?

**Through our professional development preschool and kindergarten staff participates in school wide PLCs. Glassboro is in year two of implementing Literacy and Math stations. (Foundations routines, Literacy Work Stations, and Everyday Math Games)**

**Assessment**

<ul style="list-style-type: none"><li>Describe for the 2014-15 school year the district's use of, on-going performance based assessment tools (i.e. COR, GOLD), and/or use of the Early Screening Inventory-Revised (ESI-R) or other screening instruments for children entering the preschool program for the first time.</li></ul> <p><b>The district is currently using Creative Curriculum GOLD Assessment.</b></p>
<ul style="list-style-type: none"><li>What structured classroom observation instruments/modified walk-through tools (i.e. ECERS) will you use to examine quality and how are you using the results? And who will be administering them? Have they been trained on the instrument? Are they reliable on the use of the instrument?</li></ul> <p><b>We will be using the Charlotte Danielson model for observations, which includes pre and post conferences which is aligned to the ECERS assessment tool. The district implements the Creative Curriculum walk through checklist that is aligned to ECERS that is part of Teachscape.</b></p>
<ul style="list-style-type: none"><li>If applicable, what are you doing to support the use of an on-going performance based assessment to measure children's progress?</li></ul> <p><b>Careful analysis is conducted through one on one data review meetings between administration and staff. We are in year of implementing a standards based report card that is generated through Creative Curriculum Gold. All teachers are logging student performance in excel that is directly aligned to the Creative Curriculum objectives.</b></p>
<ul style="list-style-type: none"><li>Have all teachers, assistants and administrators responsible for preschool received training on the performance based assessment?</li></ul> <p><b>Yes</b></p>
<ul style="list-style-type: none"><li>What steps has the district taken to align the preschool assessment with Kindergarten (e.g. districts using TSGOLD in preschool use TSGOLD in kindergarten).</li></ul> <p><b>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.</b></p>
<ul style="list-style-type: none"><li>What reports, benchmarks, etc, are being used to track children's progress with meeting the curriculum objectives over time?</li></ul> <p><b>The Developmental Continuum-The Objectives for Development and Learning</b></p>
<ul style="list-style-type: none"><li>What does the district's data on assessment report about children's development in the preschool program?</li></ul> <p><b>Based on our assessment data utilizing the objectives for Development and Learning our implementation of Creative Curriculum is successfully supporting student growth in fine/gross motor skills, social and emotional development. As reflected in our upcoming professional development initiatives we are looking to supplement Creative Curriculum in the area of literacy and Math. (Letter/Sound identification, sight words, concepts of print, and connecting numerals with quantities.</b></p>



**PROFESSIONAL DEVELOPMENT**

1. Including the points below, describe your district’s plans for professional development specific to preschool for the 2014-15 school year based on your current program. Refer to “Instructions for Creating a Professional Development Plan” attached to this plan document.

<ul style="list-style-type: none"> <li>Describe how the aggregated data from the structured observations(Early Childhood Environmental Rating Scale – Revised, Supports for Early Literacy Assessment,Preschool Classroom Mathematics Inventory), along with results of performance based assessments(Developmental Continuum/Creative.net (Creative Curriculum),Child Assessment Tool (Curiosity Corner),Child Observation Record (High/Scope), Work Sampling System (Tools of the Mind)) are used to plan for professional development.</li> </ul>
<ul style="list-style-type: none"> <li>List professional development topics, expected groups of participants, possible dates for training sessions, trainers’ names, and estimated costs associated with each training session.</li> </ul> <p><b>All staff will participate in professional development for Creative Curriculum Preschool and Learning Standards given by consultant-Jenifer Metzger. (Oral Language Enrichment/Station Activities) (1,000-1,500)</b></p>
<ul style="list-style-type: none"> <li>Describe professional development activities for teaching staff (teachers and teacher assistants).</li> </ul> <p><b>Professional Learning Community- Matt Glover’s Book –Already Ready Oral Language Strategies Fountas and Pinnel Literacy Beginnings Response To Intervention Training Data Collection and Analysis Positive Behavior Support</b></p>
<ul style="list-style-type: none"> <li>Describe professional development activities for non-teaching staff (e.g. principals, vice principals, nurses, supervisors, preschool intervention and referral team members).</li> </ul> <p><b>Professional Learning Community- Matt Glover’s Book –Already Ready Oral Languages Strategies Fountas and Pinnel Literacy Beginnings Response To Intervention Training Data Collection and Analysis Positive Behavior Support</b></p>
<ul style="list-style-type: none"> <li>In addition to curriculum and assessment professional development, what other professional development activities are offered to address the district’s specific needs (i.e., supporting English language learners, special education/inclusion, challenging behaviors, diversity, engaging families etc.).</li> </ul> <p><b>Ongoing training with Understanding Poverty-The Science of Teaching and Learning Ongoing training with Positive Behavior Support Technology Integration SIOP Model</b></p>

- Include any training that will be facilitated by district staff, including coaches, supervisors, etc.

**Charlotte Danielson-Teacher Evaluation Model**

**Data Collection and Analysis training**

**Development of Student Growth Objectives and Data Analysis**

**Literacy and Math coaches will provide training in Literacy and Math Station Activities.**

**CST specialists participate in collaborative meetings and professional development.**

Has the district received training in the Positive Behavior Supports/Pyramid model of handling children with challenging behavior (Note: This training is not NJPBSIS. It is training specific to preschool and also recommended for use in kindergarten. <http://csefel.vanderbilt.edu/>)? If no, describe any professional development that will be provided to staff on how to address the needs of children with challenging behaviors

**Yes**

- Describe any trainings or activities available for engaging families of children in the preschool program.

**The district offers Parent/Family Night focusing on Literacy, Math, and Technology.**

**Black History Family Events**

**Consultation with nurse as needed**

**Consultation with BSI/ESL Support Staff if needed**

**Parent Participation with IR& S Meetings**

**2014-15 Professional Development Plan**

(See instructions for creating a plan on the next page)

Topic	Participants	Dates	Trainer(s)	Cost
Creative Curriculum Preschool and Learning Standards	All Staff	Ongoing	Mr. Taibi Mrs. Sochor Jennifer Metzger	1,000 per day
Already Ready/ Fountas and Pinnel Literacy Beginnings	All Staff	TBD	Matt Glover	2,000-3,000
C. Danielson Evaluation Model/Student Growth Objectives	All Staff	Ongoing	District Trained Administrators	No Fee
SIOP Training	All Staff	Ongoing	ESL Instructor	No Fee
PLCs- School/Grade Level	All Staff	Ongoing	Administration and Teachers	No Fee
Data Analysis	All Staff	Ongoing	Administration	No Fee
Positive Behavior Support	All Staff	Ongoing	Mr. Taibi	No Fee
IR&S/RTI	All Staff	Ongoing	Administration CST Members	No Fee
Literacy/Math	All Staff	Ongoing	Literacy Teacher	No Fee

PD			Coach/Math Coach	
Science of Teaching/Learning	All Staff	Ongoing	SIT Team	No Fee

## **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:

- Align to the *Preschool Teaching and Learning Standards* and focus on the implementation of a 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.
- 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 what has been gained through these trainings and how they have impacted teaching practices and children's learning outcomes. Future professional development that further strengthens and sustains these areas should be strongly considered. The planned professional development experiences should be evaluated periodically to ensure that activities continue to support the intended outcomes.

### *Role of Children's Learning*

Children's learning must be examined when planning for professional development. Administration and educational staff need to examine aggregated data generated from performance-based assessment. Trends reflected in the data (e.g. missing or low performance areas), should inform the professional development activities provided to strengthen teaching practices in those particular areas. Small group sessions should be built into the school calendar for the educational staff to meet to reflect on collected evidence from the performance-based assessment. Time should be set aside for the educational staff to share child folios and check for reliability in scoring. Differentiated professional development should also be provided for individual classrooms with specific low performance or missing areas in children's learning.

### *Role of the Results of Structured Classroom Observations*

Summarized and individual results of the administration of structured observation instruments (such as ECERS-R, CLASS, SELA, and PCMI) should determine professional development focus areas. Using systematic program observation data as well as curriculum implementation reports to plan for professional development is essential for improving quality. Goals are established for educational staff as a whole as well as individually. Guidance on the use of structured classroom observation instruments can be found in the professional development section of the *Preschool Program Implementation Guidelines*.

### *Description of Training*

Differentiated training should be provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with an initial training of the district's

curriculum). Curriculum training for districts in late stages of implementation should be designed for the delivery of updated research and sustaining quality (i.e., classroom visits) with a minor role for curriculum developers.

The professional development offered should include a variety of delivery methods to reach multiple learning styles and maximize adult learning. Techniques to disseminate information include coaching and peer coaching, self-assessment, learning communities, observation and feedback, classroom walk-throughs, small and whole group workshops, and modeling. Conference attendance should be limited due to the lack of retention and follow-through support that is associated with this delivery system.

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### Professional Development Plan Checklist

Item	Check when completed	Comments
Staff survey used to assess professional development needs of district staff is provided		
The following topics should be addressed in the professional development plan:		
◇ Family and community involvement;		
◇ Methods for enhancing language development in the home language, as well as English;		
◇ Implementation or maintenance of the preschool curriculum;		
◇ Transition into kindergarten; and		
◇ Inclusion practices		
Based on need, please check other topics that are included:		
◇ Knowledge of child development, including research on the relationship between early experiences and learning;		
◇ Design of the learning environment;		
◇ Differentiated instruction/scaffolding;		
◇ Classroom management techniques;		
◇ Emergent literacy;		
◇ Enhancing problem-solving, skill development and integrated content knowledge in math, social studies, science, the arts and other domains of learning;		
◇ Promoting social competence and healthy emotional development;		

◇ Performance based assessment;		
◇ Cultural competence;		
◇ Technology in the preschool classroom;		
◇ Physical development and health; and		
◇ Leadership in early childhood education settings		
Dates for training sessions are included		
Trainers' names for trainings occurring are included		
Costs associated with each training session are estimated		
District goals are being met		
Check that activities are listed for the following:		
◇ Teachers;		
◇ Teacher Assistants;		
◇ Master Teachers/coaches (as applicable);		
◇ Principals;		
◇ Nurses;		
◇ Supervisors;		
◇ Preschool Intervention and Referral/I&RS Team (as applicable); and		
◇ Families		