

District: Orange Township

County: Essex

**New Jersey Department of Education
Division of Early Childhood Education
2014-2019 Five-Year Preschool Program Plan**

Your district is required by P.L. 2007, c.260 and *N.J.A.C.* 6A:13A to offer a preschool program to eligible three- and four-year-old children.

The purpose of the Five-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 2014-2015 through 2018-2019, as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the *Preschool Program 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-revised (ECERS-R), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and any other source of information specific to the school district's preschool program.

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 by 2013-2014.

If the school district is not serving all eligible Head Start children, what steps will be taken to increase participation?

For those districts serving less than 90% of their universe, list strategies the district will use to recruit the universe of eligible preschool children.

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

	# children by age		Total # of children	Overall % of Universe	# of classrooms for each setting		
	3s	4s			In-district	Provider	Head Start
Current (2013-2014)	430	440	870	101%	19	22	16
Year 1(2014-2015)	430	440	870	101%	23	19	16
Year 2 (2015-2016)	435	450	885	103%	23	20	16

Year 3 (2016 -2017)	442	458	900	105%	23	21	16
Year 4 (2017-2018)	450	465	915	106%	23	22	16
Year 5 (2018-2019)	460	470	930	108%	23	23	16

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 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
Supervisor of Early Childhood	Jacquelyn Blanton	NJ Supervisor’s Certificate and a NJ Principal’s Certificate	23 years	

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

Title	Name	Phone	Email	Other responsibilities
Early Childhood Fiscal Specialist	Bernetta Davis	973-677-4500 Ext 1902	davisber@orange.k12.nj.us	

3. To whom will the fiscal staff person report? The Fiscal Specialist shall report to Jacquelyn Blanton, Supervisor of Early Childhood Education.

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 and follow-up discussions with teachers regarding children's learning and instructional practices. Fill in the table below based on the district's master teachers.

Name	Email address	# of Assigned Classrooms	Assigned Area of Specialization (special ed, ESL, literacy, math, science, etc.)
Amy Burns	BurnsAmy@orange.k12.nj.us	13	High/Scope Lead Trainer and COR Specialist
Julia Jasper	JasperJu@orange.k12.nj.us	14	High/Scope Lead Trainer and Bilingual/ESL MT
Denise Davis	DavisDen@orange.k12.nj.us	14	Child Development/Math
Virginia Flanigan	FlaniVi@orange.k12.nj.us	16	Literacy Specialist

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 2014-2015? 75
 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 five years?*

Setting	Table A: Number of general education classrooms with preschool disabled children				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Head Start	10	11	12	13	14
Provider	10	10	11	11	12
In-district	23	23	23	23	23

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

Setting	Table B: Number of self-contained classrooms with preschool disabled children				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Provider	0	0	0	0	0
In-district	2	2	3	3	3

4. Of the children with disabilities (IEPs) in preschool disabled classrooms (self-contained) noted in the table above, how many children on the autistic spectrum are projected to be

enrolled in specialized, self-contained classrooms for autism only? The district does not have a self-contained classroom for children with autism only for preschoolers.

5. 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 2014-2015? Yes there are some preschool children with disabilities sent to specialized schools out-of-district. For the 2014-2015 school year, the district projects about 8 preschool children with disabilities will be sent out of district for placement.

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 preschool children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. One team of four must be provided for every 750 children.

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

Name	Title	Phone	Email	Other responsibilities
Barbara Berger	Social Worker	973-677-4500 x1905	bergerba@orange.k12.nj.us	Transition (EI and P-3)
Scott Ryerson	Speech/Language Specialist	973-677-4500 x1908	ryersosc@orange.k12.nj.us	ESI-R
Susan Monfet	Special Educator	973-677-4500 x1907	monfetsu@orange.k12.nj.us	Transition; Inclusion
Maria Papagianni	Special Educator	973-677-4500 x1913	papagima@orange.k12.nj.us	PBS (Teaching Pyramid Trainer)

2. The Center for Social and Emotional Foundations for Early Learning (CSEFEL) and the Pyramid and Positive Behavior Supports (PBS) is a evidenced-based model recommended by the Division of Early Childhood Education to address 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 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) – an overview of PBS is presented at the providers meetings as well as the district administrators during their PLCs
 - Teachers – continuous trainings and reviews are provided through professional development workshops. Individual teacher support is provided as needed
 - Teacher assistants - continuous trainings and reviews are provided through professional development workshops. Individual teacher support is provided as needed
 - Parents – Parent workshops are provided and individual support is provided as needed
 - Child study team and special education supervisors – Information is provided during professional development days
 - Support therapists working with students with disabilities – Information is provided during professional development days

3. PIRT functions are to be provided and coordinated via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
 - PIRT and classroom teachers – PIRT members and teachers meet as a group at regular team/site meetings and individually on a regular basis as needed. At the start of the school year the PIRT process is reviewed and teachers are aware of the process for requesting support. Student concerns are first brought to the Master Teacher and together a Request for Assistance will be completed and presented to the PIRT member. Classroom observations take place, along with pre-observation and post observation meetings with the teachers.
 - PIRT and master teachers – Each PIRT member is paired with a Master Teacher and assigned to specific school sites. The Master Teachers and PIRT members meet regularly to discuss ongoing cases. They conduct monthly site meetings and will work together for various purposes for the benefit of the classrooms/teachers/students.
 - PIRT and families of children with challenging behaviors – The assigned PIRT specialist will meet with families of children with challenging behaviors as needed. Meetings will include the classroom teacher and may include other specialist/team members as needed. When developing a support plan for a student, all those involved with the student will participate. In addition to the PIRT specialist and family, this may include the teacher, assistant teacher, social worker, nurse, master teacher or others involved in the classroom or with the student.
4. On average, how many total general education case files are opened each year for children who need PIRT services. 157
 - Of those, how many are for children with challenging behaviors? 16
 - Of those, how many are for children with other issues? 141
5. On average, how many total preschoolers each year, who have a case file with the PIRT, are later evaluated and given an IEP? 79 went to CST: Sources of referral: RFA 26; Parent 10; DYFS 2; EI 33; Transfer 5; Physician 3
6. Does the PIRT support any preschool children with disabilities (IEPs)? If yes, please explain. The PIRT team collaborates with the inclusion teachers in providing support to students with IEPs. Support may be provided through sharing of strategies or in providing family support.
7. Does the PIRT support any kindergarten children who formerly had case files in preschool? If yes, please explain. PIRT/transition team plans transition activities for students/families moving from preschool to kindergarten. PIRT and Master Teacher team meet with each of the kindergarten teachers at the start of the school year. Individual child portfolios (sent from preschool) are reviewed at this time and concerns, whether overall or individual, are discussed. PIRT/Master Teacher team will provide insight on student(s) when possible, or seek information that may be helpful to the classroom teacher in supporting the student's learning.

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*.

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.

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

- 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; 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.
 - 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.
 - Nurse(s) at Head/Start provider sites.
2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms? Submit the 2014-2015 proposed schedule of health screenings for preschool children.
 - Upon registration, the nurses will meet with every family to review health history and ensure that immunizations are up-to-date (registration is on-going)
 - Sept 2014: heights, weights, BMIs, hand washing lessons, and tooth brushing lessons will be conducted
 - Sept/Oct 2014: Nurses will participate in parent curriculum meetings
 - Oct/Nov 2014: Dental screenings through Mobile Dentist Program will be accomplished
 - Oct/Nov 2014: Nurses will conduct Health and Safety workshops for teachers, Early Childhood staff and parents
 - Dec 2014/Jan 2015: Hearing and vision screenings

- March 2015: Nutrition & Wellness which includes monitoring menus and healthy eating habits
 - April 2015: Allergies and Asthma workshops
 - May 2015: Kindergarten Transition process will begin which includes Nurses visiting Elementary Schools and passing medical files to Elementary School Nurses
 - May/June 2015: Heights and weights conducted again to compare with the beginning of school year
 - Each month the nurses will participate in individual site meetings
 - Throughout the school year, the nurses will organize health awareness workshops
3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2014-2015? Submit the proposed parent education schedule.
- September 2014: Back to School Parent Meetings (agenda listed below)
 - a. Introduction
 - b. Roles/Responsibilities of School Nurse
 - c. Wellness Policy
 - d. NJ Immunization Mandates
 - December 2014: Childhood Illnesses/Rashes/When to Keep Your Child Home/Exclusion Policy
 - March 2015: Lead Poisoning/Developmental Delays
 - May 2015: Asthma & Allergies
 - June 2015: Kindergarten Transition

In addition to services and education programs provided to the children and families, the nurses will also conduct in-service/professional development to in-district staff, Head Start and Providers.

- September 2014: Blood borne Pathogens/Standard Precautions
Hand washing & Tooth brushing as described in ECERS
- October 2014 Medical/Emergencies Procedures
 - a. Seizures
 - b. Allergies & Epi-pens
 - c. Emergency Drills (i.e. fire drills, disaster drills)
 - d. Asthma – Nebulizers, inhalers, aero chambers
 - e. First Aid
- October 2014: Breast Cancer Awareness Day
- December 2014: Wellness Policy & Healthy Nutrition
- February 2015: American Heart Association Wear Red Day
 - a. heights, weights, BMIs
 - b. blood pressure screenings
 - c. jump rope for a healthy heart
 - d. educational information on stroke and cardiac disease
- March 2015: CPR Certification Course (done every year but it is good for 2

years, however, staff will be trained every other year)

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 private provider settings; one social worker for every 250-300 children in district settings; and one community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).

1. List the title, name, contact information and primary responsibilities for each of in-district family services professionals working with families (not including PIRT social workers).

Title	Name	Phone	Email	Responsibilities
CPIS	Iris Ramos	973-677-4500 ext. 1904	RamosIri@orange.k12.nj.us	Outreach and Recruitment, Network with Community Resources, work directly with Center Family Workers and Chair person of the Early Childhood Advisory Committee
School Counselor	Carol Daly	973-677-4500 ext. 1918	JamesCar@orange.k12.nj.us	Network with Community Resources, Working with Families, Teachers, Set up Workshops/Seminars for Families, etc

2. List the activities and supports that will be available for families in the preschool program (attach a schedule, if available). Monthly meetings will be held for parents on various topics that are relevant to the families. Also the Literacy Initiative for Latino families will continue – it is a 10 week program with the goal of increasing literacy in the home in multiple languages. There will be a father’s program that will be rolled out and will last 12 weeks. There will be at least 2 workshops specifically geared towards the dads. In addition the following activities will occur: Back to School Night, Breast Cancer Awareness Month, Mobile Dentist, Children’s Picture Day, FELLAS Workshop, Heart Health Month, Families and Math Education (FAME), Parents as Literacy Supporters (PALS) and El Dia.
3. How are the needs of enrolled families assessed? Please attach a copy of the document used (i.e. survey, needs assessment, etc.). There are no formal assessments done with

families to assess their needs; however, at the time of registration, all families are interviewed and are made aware of the social workers/school counselors. The social workers and school counselors are readily available every morning and afternoons. Teachers are also used as resources in providing information regarding families that can be used to engage the family.

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.)? The Early Childhood Advisory Council meets at least 3 times per year. At least one of the meetings will be a joint meeting with the ESL/Bilingual Department. This allows both groups to pool together community partners, staff and parents – thus minimizing the number of meetings that all have to attend. Additional responsibilities include:
 - Review Parent Handbook and vote to make and accept changes.
 - Assist with recruitment ideas and strategies
 - Share recent research regarding Early Childhood Education
 - Share “Best Practice” initiatives for Preschool and Kindergarten classrooms and teachers
 - Express community needs and concerns
 - Review the progression of the curriculum, assessment and screening tools
 - Suggested training topics
 - Community outreach and recruitment strategies
 - Review the process and results of the classroom observation tools: PCMI, SELA, SELLCA, PQA, and ECERS
 - Child assessment data
 - Student Growth Objectives
 - Department goals and objectives
 - Department data

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*.

1. Which of the following preschool curricula will the school district adopt or are currently using?
 - Creative Curriculum
 - Curiosity Corner
 - High/Scope
 - Tools of the Mind

If the district is proposing to use another preschool curriculum, submit the program to the Division of Early Childhood Education for review, along with its alignment to the *Preschool Teaching and Learning Standards*. District-developed curricula will not be approved.

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) - the district is in its 9th year of implementing the High/Scope Curriculum
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)
 - Fidelity Checklist (Tools of the Mind)
 - Other (please describe)
4. What performance-based assessment will the school district use to inform instruction in preschool classrooms?
- Teaching Strategies GOLD (Creative Curriculum)
 - Child Assessment Tool (Curiosity Corner)
 - Child Observation Record (High/Scope)
 - Work Sampling System (Tools of the Mind)
5. 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 plans on using the ESI-R instrument for screening.
6. 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 month 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).

- 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.

Below, please describe any deviation from this protocol: There are no deviations to this protocol.

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. 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.

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 the performance-based assessment used. Based on trends reflected in the data (e.g., missing or low performance areas), professional development should be provided to strengthen teaching practices in those particular areas. Small group sessions for the educational staff to meet to reflect on collected evidence for the performance-based assessment should be built into the school calendar. Time should be set aside for the educational staff to share 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 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 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-through’s, 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.

1. How will the school district assess the professional development needs of preschool teaching staff? The district will use the following information to determine the professional development needs of the preschool teaching staff:
 - Teacher PD survey
 - Teacher request
 - Lesson plans and COR assessment data
 - Teacher observations
 - Master Teachers teacher observations and classroom observations
 - Structured observations results: SELA, PQA, SELLCA, ECERS, etc
 - Data from Preschool Learning Walks
 - TPOT data

2. Based on your 2012-2013 classrooms observation data (e.g., ECERS-R, TPOT, etc.), what areas need to be addressed over the next five years through professional development? List each area.

Area
Number Sense, Data Analysis
Literate Environment, Language Development, Phonological Awareness
Supporting and Celebrating the Linguistically and Culturally Diverse Family
Practical Strategies for Supporting ELL students’ learning in all content

areas
Developmentally Appropriate rigor for ELL students
Supporting the receptive and expressive language of ELL students

3. Based on your 2012-2013 child observation data (e.g., Work Sampling System), what areas need to be addressed over the next five years through professional development? List each area.

Area
Fine Motor Development
Intentional Teaching
Scaffolding/Differentiated Instruction/Adaptations
Using quality observations and anecdotes to inform instruction

4. Using the topics listed in #2 and #3, above, project a year by year development outline for 2014-15 through 2018-19. Your year by year outline should reflect a step by step approach to training and implementation, as necessary, for each topic area.

2014-2015

- Number Sense – the developmental sequence, activities for developing number sense
- Data Analysis: what is it, types of data to be collected, how is it collected and used
- Literate Environment: why is it important, appropriate literate environment
- Differentiated Instruction (Adaptations): what is it, what does it look like in preschool

*Observations, preschool learning walks and lesson plans will be used to monitor teacher growth

2015-2016

- Data Analysis – how to plan instruction around it (using child assessment data and structured observation results)
- Language Development: the continuum (steps in language development), what can teachers do in the classroom to develop language
- Differentiated Instruction during small group time
- Preschool Learning Walks and Follow up: literate environment and differentiated instruction and language development

2016-2017

- Differentiated Instruction: work time and large group time
- Language Development in ELLs: strategies and support
- Data Cycle (using quality observation and anecdotal notes): analysis, plan, implementation, monitor – repeat
- Common Planning Time for teachers to review and analyze data collectively

2017-2018

- Supporting the receptive and expressive language of ELL students
- Intentionally scaffolding learning throughout the day in preschool
- Differentiated Instruction with transitional activities
- Fine motor development: the developmental sequence
- Observations and Preschool Learning Walks: differentiated instruction and supports for receptive and expressive language

2018-2019

- Fine Motor Development: using small muscles to cut with scissors (understanding the developmental progression for cutting), for writing skills (understanding the developmental progression for writing) and for self help skills
- Intentional teaching of fine motor skills: support, strategies and activities

5. List the specific professional development topics planned for the 2014-15 school year that will meet your step by step five year professional development plan described in #4, above. 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.

Also consider professional development activities (in addition to the major topic areas identified in #4) needed to address the district's ongoing needs (i.e., supporting English language learners, special education/inclusion, challenging behaviors, diversity).

Describe professional development activities for teaching (teachers and teacher assistants) and non-teaching staff (master teachers, principals, nurses, supervisors, preschool intervention and referral team).

2014-2015 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
EC Training High/Scope Preschool Curriculum Modules	All new teachers and Assistants, any new EC staff members and other appropriate staff	Dates will be determined	Master Teachers who are High/Scope Certified	Approximately \$2000.00 for materials only this is an eighteen day training course
High/Scope 2 Day training in Music and Movement	All new teachers and Assistants, any new EC staff members and other appropriate staff	Date will be determined	High/Scope Field Consultant	Approximately \$4200.00

Connection to High/Scope Classroom and Teacher Certification – Classroom Support – PQA Site Visits (this is the process of becoming a High/Scope Certified Classroom)	Three Teachers Master Teachers, Directors and Principals	Becoming a High/Scope Certified Classroom is an on-going process. Observations and site visits are done throughout the school year	High/Scope Field Consultant	Approximately \$4,000.00
High/Scope Professional Development and Technical Assistance designed particularly to the district needs – topics will be determined by the district and according to program evaluation tools	Teachers, Assistant Teachers and ECE Staff	Dates will be determined	High/Scope Field Consultant	Approximately \$5,000.00
High/Scope Training of Trainers Course	1 Master Teacher and 1 Teacher	Dates to be determined by the High/Scope Education and Research Foundation	High/Scope Field Consultant	Approximately \$8,000.00
Program Quality and Evaluation				
Early Childhood Environment Rating Scale-Revised (ECERS-R); Program Quality Assessment (PQA) – one day	Teachers and Assistant Teachers, any new EC Staff, and Directors	Dates will be determined	Master Teachers	Approximately \$200.00 for materials only
Using the PQA for improving curriculum implementation	Selected Teachers and Assistants	Dates will be determined	Master Teachers and designated teachers	Approximately \$200.00 for materials only
Structured Program	New Teachers	Dates will be	Master Teachers	Approximately

Observation Tools (i.e. PCMI, SELA, SELLCA) one day training	and Assistants, Provider Directors, Principals and other appropriate staff – also specific Veteran Teachers and Assistants who need additional Support	determined	and designated teachers	\$500.00 for materials only
PCMI Revised - Integrating Mathematics into the Preschool Classroom	Teaching Staff, ECE Team and other appropriate staff members	Dates will be determined	Consultant	Approximately \$1500.00
Data Analysis	All Staff	Dates will be determined	Consultant	Approximately \$1500.00
Curriculum and Instruction				
Curriculum and Instruction: Number Sense	Teachers, Assistants, New Support Staff	Dates will be determined	Master Teachers and Designated Teachers	Approximately \$200.00 for materials only
Curriculum and Instruction: Literate Environment	Teachers, Assistants, New Support Staff	Dates will be determined	Master Teachers and Designated Teachers	Approximately \$200.00 for materials only
Curriculum and Instruction: Differentiated Instruction/Adaptations	Teachers, Assistants, New Support Staff	Dates will be determined	Master Teachers and Designated Teachers	Approximately \$200.00 for materials only
Screening & Assessment				
Early Screening Inventory-Revised (ESI-R) ½ day on the computer and ½ day practicing	All New Teachers and Assistants, Provider Directors, Principals and appropriate EC Staff	Dates will be determined	PIRT Members	Approximately \$200.00 for materials only
COR and COROnline.net	All New Teachers and	Dates will be determined	Master Teachers	Approximately \$200.00 for

overview – New Teachers and Assistants will get an in-depth training on this topic	Assistants and appropriate EC Staff			materials only
Inclusion & Integrated Therapies				
Response and Recognition: Early Identification of Learning Disabilities	EC Staff and other appropriate staff members	Dates will be determined	Consultant	Approximately \$2000.00
Preschool Intervention and Referral Team Overview	Teachers, Assistants and New Support Staff	Dates will be determined	PIRT Members	None
Inclusion Strategies in the Preschool Classroom/Supporting Children with Developmental Delays	Selected Preschool Teachers and Assistants and other appropriate staff members from EC and SpEd	Dates will be determined	Therapists/Inclusion Teachers	Approximately \$200.00 for materials only
Creating Inclusive Environments where all children can achieve	Selected ECE Team and Preschool Teachers	Dates will be determined	ECE Staff	Approximately \$200.00 for materials only
Speech/Language Development-Strategies to use in the Daily Routine	Preschool Teachers and Assistants	Dates will be determined	Speech and Language Therapist and PIRT Members	Approximately \$200.00 for materials only
Integrating Therapies: High/Scope Curriculum	Preschool Teachers, Assistants and Therapists	Dates will be determined	Speech/Language Therapist	Approximately \$200.00 for materials only
Children with Challenging Behaviors/PBS The “How To” of Behavior Supports and Intensive Individualized Interventions - pt.1	Preschool Teachers and Assistants also open to Provider Directors and Principals	Workshops are on-going throughout the school year	PIRT Members	Approximately \$200.00 for materials only
Children and Challenging Behaviors/PBS “An	Preschool Teachers and Assistants	Workshops are on-going throughout	PIRT Members	Approximately \$200.00 for materials only

Ounce of Prevention”		the school year		
TPOT Overview	Teachers and Assistants and New Support Staff	TBD	PIRT Members	None
English Language Learners				
Supporting ELLs throughout the High/Scope Daily Routine	Preschool Teachers and Assistants and other appropriate staff members	TBD	ELL Master Teacher and Preschool ESL Teacher	Approximately \$200.00 for materials only
Supporting ELLs in the High/Scope Classroom	Preschool Teachers and Assistants and other appropriate staff members	TBD	High/Scope Field Consultant	Approximately \$4500.00
Out of District Staff Development				
NJ Association for the Education of Young Children (NAEYC)	Master Teachers and 3 Teachers	TBD	NAEYC Trainers	Approximately \$2000.00
High/Scope International Conference	2 Master Teachers and 2 Teachers	May 2015	High/Scope Field Consultants	Approximately \$5000.00
National Black Child Development Institute	1 Master Teacher, Social Worker and a Teacher	TBD	Consultants	Approximately \$2000.00
Special Education Workshops at the LRC and DOE	PIRT Members and Teachers	TBD	Consultants	Approximately \$1000.00
American Academy of Pediatric Conference	Nurses	TBD	Consultants	Approximately \$1000.00
NJ State School Nurse Association Conference	Nurses	TBD	Consultants	Approximately \$500.00
TESOL/Bilingual	ELL Master Teacher and Preschool ESL Teacher	TBD	Consultants	Approximately \$500.00
EC Supervisor and	EC Supervisor	TBD	DOE-DECE Staff	Approximately

Staff Members will participate in the DOE-DECE workshops, seminars and conferences as applicable	and Staff Members			\$2000.00 for travel purposes only
Community Outreach and Recruitment				
Strategies for Effective Recruitment Practices	CPIS, Social Worker and all Family Workers	TBD	CPIS and Social Workers	None

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. What percentage of the district's overall population is counted as English Language Learners (ELLs)? Approximately 16%
2. How many bilingual preschool teachers will be employed in 2014-2015? The district is looking to hire one bilingual teacher.
3. How many bilingual preschool teacher assistants will be employed in 2014-2015? The district is looking to hire one bilingual assistant teacher.
4. 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)
Caroline Onyesonwu	ESL/Bilingual Supervisor	973-677-4015 ex 6099	OnyesoCa@orange.k12.nj.us	District's K-12 Supervisor as well

5. 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. The following strategies are used in the district to support ELLs:
 - Visual supports in the classroom
 - Books and CDs in home languages in class and lending libraries
 - Teachers use Total Physical Response technique when working with ELLs
 - Instructions are broken down into smaller steps
 - Hands on activities are at the heart of what happens in the classrooms
 - Adults work one on one with ELLs
 - Peer support and coaching
 - Wordless and decodable books are provided in class and lending libraries
 - Adults speak the home languages of the children in their classrooms as much as possible
 - Pictures, software, color coded labels, teacher made books in various languages

6. Indicate professional development to support teachers of English language learners in the Professional Development portion of this plan.

7. What types of services are provided by the preschool master teacher or coach?
 - Modeling
 - Review and support lesson plans
 - Provide resources such as finger plays and stories in their first language, Everyday Phrases for Adults (in first language of students in classroom), Visuals for use in classrooms , Labels in three dominate languages for classroom areas and materials, bilingual books, games and activities
 - ESL teacher goes on field trips to support students
 - ESL teacher helps teachers create units of study

8. If your district does not have a master teacher specializing in ELL, how are services provided to support preschool ELL children? The district has a district wide ESL/Bilingual Supervisor, Preschool Master Teacher specializing in ESL and the district has a preschool ESL teacher.

9. How are families of ELL preschool children supported?
 - Translators are provided at all parent meetings
 - All information is sent home in English, Spanish and Haitian Creole
 - Family Activities to support language and literacy development such as DIA, Latino Family Project and PALS on a departmental level
 - Cultural Days and workshops on the district level
 - ELL/Bilingual Family Newsletter
 - Bridges (home activities) sent home in English and Spanish

- Parents are welcome to share a book or activity, in their home language to be used in the classroom
- District provides adult ESL classes
- Books are recorded on tape by parents in their home language to be used in the classroom
- Parents are asked to donate clothing and artifacts that represent their culture

TRANSITION

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

1. How will collaboration among preschool administrators and other offices (e.g. special education, bilingual, K-third grade) be achieved?
 - The EC Supervisor and staff will meet regularly with the Transition Collaborative Team as well as the Bil/ESL Supervisor, Language Arts Supervisor and Literacy Coaches, Elementary School Principals and Special Services Director to discuss transition procedures, possible activities, individual children, and the exchanging of the children's portfolio and profiles. These meetings are important, but because they are large, the ECE Office decided to form a Collaborative Transition Team and work in smaller groups to ensure that everyone is informed of all activities regarding the transitional process and to address particular goals more directly and timely. Minutes, documentation, reflections and next steps will be shared with the whole group.
 - The Community and Parent Involvement Specialist, the Preschool Intervention and Referral Social Worker, a Master Teacher, and the Early Intervention Coordinator serve as Transition Coordinators. Collaborative Transition Team Members include representatives from Special Services, Principals, Parents, Center Directors, Head Start representatives, the ESL/Bilingual Supervisor, Nurses, Master Teachers, Inclusion Teachers and Kindergarten liaisons from each elementary school. The team will identify, create, and implement effective transition strategies for children and families.
 - The Collaborative Team will meet at designated times throughout the year. In support of the district's commitment to increase articulation between grade levels, the team will be expanded to include representatives from various grade levels and Literacy Coaches.
2. What methods will be used to communicate with receiving teachers about children with disabilities transitioning from early intervention programs to preschool, and about all children transitioning from preschool to kindergarten?
 - The Early Intervention Coordinator is in weekly and sometimes daily contact with the Preschool Intervention and Referral Specialists, the inclusion teachers, the Supervisor of Early Childhood Education and the Director of Special Services. All registration is

- completed through the Office of Early Childhood Education to ensure that families meet the staff early on in the process. The EI Coordinator visits the available classrooms with the family and a selection is made for the child. The preschool classes are multi-age groupings and as such, teachers plan to meet individual strengths and needs of the children. Often the children are with the same teacher for two years to help with consistency and the continuity of care. The EI coordinator sets up a schedule for the child's teacher, inclusion teacher, therapists and/or other appropriate adults to meet and discuss interventions and support. Individual family transition plans maybe established for particular children at this time as well.
- Children with IEPs are re-evaluated each spring prior to entering kindergarten. Based on the outcomes of the evaluation, an appropriate program and placement are determined. The only barrier occurs as such time that the classrooms are all filled to capacity, or the slots that are open are not suitable placements. The students and their families participate in all transition activities available to preschool students. The EI coordinator is familiar with our schools and with the implemented curriculum model.
 - All children entering preschool for the first time are screened using the ESI-R instrument. Children entering the Orange School District for the first time, as kindergarteners, are screened with the ESI-R. The kindergarten teachers received training in the administration of the instrument.
 - All preschool students State Health Records, A-45 are forwarded to the receiving elementary school. The preschool nurses' hand delivers the records to the appropriate school nurse prior to kindergarten registration.
 - Child folios, COR assessment reports, portfolios and child profiles are also delivered to the kindergarten teachers.
3. All school districts should have a transition team. Which positions will make up the district's team? The Transition Team (Collaborative Team) includes the following positions: The EC Supervisor, Community and Parent Involvement Specialist, Preschool Intervention and Referral Specialist Social Worker, a Master Teacher, Early Intervention Coordinator, representatives from Special Services, Principals, Parents, Center Directors, Literacy Coaches, Head Start representatives, the ESL/Bilingual Supervisor, kindergarten liaisons from the elementary schools, inclusion teachers, PIRT members, preschool teachers and nurses.
 4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development? The ECE Supervisor will continue to meet with the Principals and the Pre-K and Kindergarten Teachers to make sure that the curriculum, assessments and screening instruments are properly used. The Pre-K and Kindergarten Teachers use similar math curriculums: High/Scope Numbers Plus and Everyday Math. In addition, both sets of teachers are using Morning Message Time and Message Time Plus for the kindergarten teachers to ensure continuity. The Kindergarten classrooms are set up similar to the preschool classrooms and the child assessment tools are similar with the preschool teachers using COR and the kindergarten teachers using WSS. The ECE Supervisor will plan for the Preschool Teachers to observe Kindergarten classrooms (in the beginning of the school year) and for the Kindergarten Teachers to observe Preschool classrooms (at the end of the school year). Preschool portfolios will

be passed on from Preschool to Kindergarten and from Kindergarten through the third grade. The EC Supervisor will organize meetings between sending and receiving teachers to review COR results with teachers in all grade levels between Pre-k and 3rd grade. The focus of the meetings will be to review the contents of the children's portfolios and to make sure that each receiving teacher gets the proper information for each child.

- Preschool and Kindergarten staff will have more training sessions together and they will continue to get support from the High/Scope Education and Research Foundation. The ECE Supervisor plans Professional Development for the Preschool and Kindergarten staff. Some training sessions will require the preschool teachers and the kindergarten teachers to train together and others will be tailored to the individual groups of teachers. Professional Development topics may include the following: developmentally appropriate practices, curriculum and assessment implementation, the NJ Standards for each group of teachers, COR results and understanding children's work.
5. List projected transition activities for teaching staff, children and families for each of the categories below.

From early intervention to preschool:

- The EI coordinator schedules a block of time for the child's teacher, inclusion teacher, therapists and/or other appropriate adults to meet and discuss interventions and support. Individual family transition plans are established for particular children. All children will be screened using the ESI-R and the EI Coordinator visits the available classrooms with the family and a selection is made for the child.

From home to preschool:

- The transition to preschool from home is eased for families beginning at registration. In filling out the enrollment forms, parents have the opportunity to give information about their child that is recorded and in turn, parents are given the time to ask questions about the program, schools, curriculum etc. The parent is encouraged to visit the preschool setting and all sites have an orientation for families. Staff members often set up home visits if the parents are supportive of the idea. Additional open houses, parent workshops, family workers or parent liaison communication, conferences, and school events will follow. Individual family transition plans are also established for particular children and families.

From preschool to kindergarten:

- The transition from preschool to kindergarten is an on-going process. The ECE Supervisor will articulate regularly with the elementary school principals and kindergarten teachers regarding the preschool program and children. The ECE Supervisor will also collaborate with the Supervisor of Language Arts for the same purposes. In addition to articulation meetings among administrators, the Supervisor will present an overview of the preschool curriculum components focusing on the environment and the daily routine. Additional presentations and meetings will

continue throughout the school year in an effort to ensure curriculum alignment and continuity. Kindergarten orientations are held at the elementary schools.

From kindergarten to third grade:

- The ECE Supervisor, Collaborative Team, Elementary School Principals, and representatives from each of the grade levels (first grade to third grade) will meet to articulate the best transitional activities. The ECE Supervisor will plan meetings with this group to explain the curriculum, the assessment instruments, the screening tool, the portfolios and the profiles. We will discuss what information will be shared for each grade level and the time line for submitting the information. The ECE Supervisor will meet with the Principals and representatives from each grade level to review the contents of the portfolios and all the results from the assessment tools and screening tools that are used.

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 five-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 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 – Revised
- 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)

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

Program Evaluation Tools:

- Parent surveys
- Staff surveys

- __Administrator surveys
- __Center director surveys
- __Other (please describe)

How will the results be summarized and used?

All scores from the evaluation tools are entered in a data base and reviewed by the Master Teachers and other staff members as appropriate. The results are identified in clusters of strengths and modifiable issues; presented to the teacher by the Master Teacher and a choice will be made to improve a particular area, thus using the tools for coaching. Both the Teacher and the Master Teacher will identify the steps and follow-up activities. The cycle will continue with the next identified area of concern.

On the broader basis, the supervisor and the Master Teachers will look at the results program-wide; site by site; classroom by classroom; teacher by teacher. Patterns of concerns will indicate areas to re-address through individual and group professional learning opportunities and therefore will drive future professional development planning. Surveys and a needs assessment instrument will continue to be administered for planning. Also, if patterns indicate administrative issues; facilities issues; district-wide issues etc., they will be addressed accordingly.

All Preschool Assistant Teachers are required to participate in the High/Scope Curriculum Course which requires full attendance; assignments out of class; and culminates in a certificate upon completion. Teacher Assistants' implementation of the curriculum is also observed in the classroom PQA observation and therefore, the results will be treated similarly for professional growth. The Master Teachers, Inclusion Teachers and Specialists will use High/Scope Observation Feedback sessions for the Teachers and Assistants.

The results of the program observation instruments will be used for accountability as well. The EC Supervisor, Center Directors and Principals will meet to discuss classrooms falling below the desired score on the instruments. All necessary improvements will be discussed and a plan for improvement with timelines will be designed. If a teacher is not making progress, an independent evaluator will be asked to evaluate the teacher and at that time, the district will develop a new improvement plan.

The results of the parent and staff surveys will be reviewed as well for program satisfaction and improvement. Information will be shared with all stakeholders and, if necessary, a corrective action plan will be developed by the Center Directors and the EC Supervisor.