

District: Orange Township Public Schools

County: Essex

**New Jersey Department of Education
Division of Early Childhood Education
Five-Year Preschool Program Plan Annual Update for 2015-2016**

In November of 2013, your school district submitted a Five-Year Preschool Program Plan. 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 the *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the *Preschool Program Implementation Guidelines*.

The Department of Education requires the district to submit a Five-Year Preschool Program Plan Annual Update, describing any changes to the originally submitted Five-Year Preschool Program Plan that the district projects for the 2015-2016 school year. A school district's Annual Update 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. In addition to the Annual Update, districts are required to submit an annual enrollment projections workbook and budget planning workbook (see submission instructions, below).

OUTREACH/PROGRAM DELIVERY

Describe any changes for the 2015-2016 school year to your district's outreach/program delivery plan, addressing the points listed below

Describe any changes in recruitment strategies.

The district will employ the following recruitment strategies:

1. *A recruitment committee will be formed that will work in concert with the Early Childhood Advisory Council to recruit and welcome new families into the Orange Preschool Program*
2. *Recruitment strategies will be used for all district schools and provider sites via the Recruitment Committee*
3. *Dates for early bird registration and times will be established and disseminated throughout the city (local newspaper, local TV access channel, district's e-blast, district website, preschool website, provider websites, social media, local businesses and the schools in the district*

<p>4. <i>A recruitment CD will be created and distributed to local Pediatricians, OB-GYN offices, and hospitals and it will be uploaded on the district and provider sites' websites</i></p> <p>5. <i>Posters will be purchased and displayed for the district and provider sites advertising and promoting the preschool program and registration information</i></p> <p>6. <i>Flyers, door knockers and vehicle magnets will be purchased and used to recruit as well</i></p>
<p>Describe any planned changes to the school district's mixed-delivery system (in district/private provider/local Head Start agency). <i>No Changes</i></p>
<p>If the district is not serving all eligible Head Start children, what steps will be taken to increase participation? <i>See recruitment strategies mentioned above</i></p>
<p>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. Include details on the projected number three-year-old children needing placement, the projected number of four-year-old children needing placement and a description of the district's plan to serve children (include timeline, locations, the number of classrooms at each location and a general description of how all of the children will be accommodated):</p>
<p>Is the district following its plan to meet the needs of the preschool universe? <i>Yes</i></p>

ADMINISTRATIVE OVERSIGHT

Describe any changes for the 2015-2016 school year to your district's preschool administrative structure, addressing the points listed below.

<p>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.). <i>The district will have a full time preschool administrator who will also be the principal of the free standing preschool building that has 8 classrooms and offices for all EC Support Staff.</i></p>
<p>Indicate any changes for administrator(s), including the appointed supervisor(s) who will be involved in oversight of the preschool program. (Please note: administrators must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate, have experience in preschool education and participate in annual training specific to</p>

preschool program planning and implementation and the school district's comprehensive preschool curriculum). *There are no changes in the administrative oversight for the preschool program.*

Indicate any changes for the individual who will monitor and track preschool provider expenditures and contract compliance. *Rick Colman retired July 2014 and he was replaced by Bernetta Davis in September 2014.*

MASTER TEACHERS/COACHING

Describe any changes for the 2015-2016 school year your district plans to make to the role of the master teacher, addressing the points listed below. Refer to *N.J.A.C. 6A:13A* to confirm that each planned master teacher has the required qualifications and experience.

Explain any change in how the function of the master teacher position(s) will be fulfilled in the school district (full-time preschool employee, or combining the position with another district position). *There are no changes in the role of the Master Teachers for the 2015-2016 school year.*

Indicate any change in the average number of classrooms each master teacher will support. *There are no changes in the average number of classrooms each master teacher will support.*

Describe any change in specialized training that the master teacher(s) will possess (bilingual, special education, etc.). *There are no changes in specialized training that the master teachers will possess.*

INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion

Describe any changes for the 2015-2016 school year, to your district's plan to meet the needs of preschoolers with disabilities, addressing the points below.

The total number of preschool children with disabilities projected to be served, including those served in general education and self-contained classrooms. *48 children*

The number of children with disabilities expected to be enrolled in general education classrooms. *36 children*

How does the district plan for preschool disabled children transitioning in from the early intervention system? *Transition Plan for EI Children - 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.

Is the district serving fewer than 50 percent of its preschool children with disabilities in general education settings? If so, please address. *No*

INTERVENTION AND SUPPORT SERVICES: Preschool Intervention and Referral Team (PIRT)

Describe any changes for the 2015-2016 school year, to your district's plan to provide intervention and support services, addressing the points below.

Are all of your PIRT positions filled? Discuss any changes to the composition of the PIRT by specialization and/or the district's plan for consultation with classroom teachers and collaboration with child study team and other special services staff. *The PIRT positions are all filled and there are no changes in this area.*

Are there any changes that your district projects for intervention and support services delivered through the preschool intervention and referral team? *There are no changes in this area.*

Are there any changes in program and/or associated professional development that will address the needs of children with challenging behaviors? *The district will continue to work on the Positive Behavior Support pyramid with all paraprofessionals, new teachers and support staff. The PIRT members will continue to work with the teachers on social and emotional development and they will begin working with families as well.*

1. Enter the number of children served by the PIRT in the **2013-2014** (previous) school year: *143 children were served by PIRT during the 2013-2014 school year.*
2. Enter the number of children referred to the child study team for formal evaluation in the **2013-2014** (previous) school year: *29 children were referred to the CST from PIRT cases for formal evaluation. We also had 35 children directly from Early Intervention.*

HEALTH AND NUTRITION

Describe any changes for the 2015-2016 school year regarding your district's participation in the National School Breakfast Program and the National School Lunch Program for preschool

children housed in-district and/or the Child and Adult Care Food Program (CACFP) for preschool children housed in contracted providers and/or local Head Start Agency settings.

Describe any changes for the 2015-2016 school year that your district projects in the area of preschool program nursing services, addressing the points below.

Indicate any change in ratio of nurses to preschool children. <i>There are no changes.</i>
Describe any change in how nurses will be provided (full-time preschool employee, shared district employee, etc.). <i>There are no changes.</i>
Discuss any change in specific nursing services or in the schedule of health screenings to preschool children in district, provider and Head Start classrooms. <i>There are no changes.</i>
List any changes to health-related family education programs. <i>There are no changes.</i>

FAMILY AND COMMUNITY INVOLVEMENT

Describe any changes for the 2015-2016 school year that your district plans for family and community involvement services delivered through the community and parent involvement specialist (CPIS) and school social worker, addressing the points below.

List any changes to the activities available for parents/families of children in the preschool program. <i>There are no changes.</i>
List any changes to the supports available for parents/families of children in the preschool program. <i>For the 2014 SY, the District's CPIS will support the providers Family Workers. This group will work together to provide ongoing support for families, recruit and register new families and they will provide and receive professional development as necessary.</i>
Submit a copy of the survey used to assess the needs of families and the community. <i>See attached document.</i>
Submit any changes to membership in the Early Childhood Advisory Council. <i>There are no changes.</i>
List any changes in the projected primary activities of the Early Childhood Advisory Council. <i>There are no changes.</i>

CURRICULUM AND ASSESSMENT

Describe any changes for the 2015-2016 school year that your district proposes for its choice of comprehensive curricula. Any change in curriculum must be specifically approved by the Department. If contemplating such a change, contract your preschool program education specialist for assistance with the process.

How will your curriculum implementation be supported this year? *The district plans to continue to work with the High/Scope Field Consultants with curriculum implementation. The district will use more on-going embedded professional development to support curriculum implementation for the 2015-2016 school year (i.e. observation/feedback sessions, classroom walk-throughs, video tape recordings, peer observations, small learning groups and self-reflections).*

The Head Start in Orange has made some programmatic changes. They have decided to supplement the High/Scope Curriculum with the Reggio Emilia approach. In addition, they have switched to single aged classrooms and they have several classrooms where all the children speak the same language (either Spanish or French Creole). Despite the district's continued disapproval of these changes and what the research tells us, our Head Start program has not changed its program.

What structured classroom observation instruments will you use and how are you using them? *The district will begin to use the ECERS 3 in our classrooms (master teachers and supervisor will receive training this year to prepare for next year). The PQA will be used to assess the implementation of the curriculum in some of the classrooms. The teachers and master teachers will use the SELA PCMI and SELLCA as necessary. In addition, the district will pilot the CLASS observation instrument in a few classrooms (master teachers and supervisor will be trained this year to be ready for next year). The district will use the information gathered from the structured observation instruments to monitor and assess the program and to plan for professional development. To monitor the reliability in using these structured observation instruments, the district plans to have two master teachers randomly observed the same classrooms using the same tool. They will compare their scores and discuss areas that were scored differently. In addition, the district plans to have the master teachers visit districts that are using the same structured observation instruments in order to observe classrooms together and compare and discuss scores for reliability purposes.*

What are you doing to support the use of your performance-based assessment? *The district will provide professional development for new teachers and teachers who need extra support with the chosen child assessment instrument (COR). The district will have three collection periods for the 2015-2016 school year and will enter data in select COR categories (a committee will be formed to review the standards and KDIs and prioritize them for the teachers to collect, score and analyze anecdotal notes for the COR). Teachers, Master Teachers and the Early Childhood Supervisor will review classroom profiles and classroom/site summary reports regularly. For example, teachers will enter anecdotal notes daily/weekly and will use that information to create appropriate lesson plans after reviewing their class profile and other COR reports in the COR. Master teachers and EC Supervisor will review classroom summary reports and classroom profiles monthly to ensure that teachers are using the data to inform instruction and to look for trends, inconsistencies, etc. The goal of the district is to get everyone to look carefully and*

regularly at the COR data to help maximize the development of all children, to monitor the quality of the program and to create professional development plans.

Describe any projected change(s) in the use of program assessments, performance-based assessment tools, and/or use of the Early Screening Inventory-Revised. *There are no changes.*

PROFESSIONAL DEVELOPMENT

1. Including the points below, describe your district’s plans for professional development for the 2015-2016 school year based on your current program. Refer to “Instructions for Creating a Professional Development Plan” and complete the “Professional Development Checklist” attached to this plan document.
 - List professional development topics, expected groups of participants, possible dates for training sessions, trainers’ names, and estimated costs associated with each training session.
 - 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).
 - In addition to curriculum and assessment professional development, remember to consider other professional development activities to address the district’s specific needs (i.e., supporting English language learners, special education/inclusion, challenging behaviors, diversity).
 - Include any training that will be facilitated by district staff, including the master teachers and the preschool intervention and referral team.
2. Is your district enrolled in Grow NJ Kids, New Jersey’s Quality Rating and Improvement System? Enrollment forms can be found at www.GrowNJKids.com or you can contact your district liaison for additional information. *Not at the moment.*
3. Is your district registered for the KEA Kindergarten Seminar? For more information, contact your district liaison to be added to the 2015-2016 KEA Kindergarten Seminar contact list. *Not at the moment.*

2015-2016 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
Curriculum Development				
High/Scope PQA Training/Preparation	Teachers who have been chosen to begin the process of High/Scope Certification	June/Sept 2015	Master Teachers	\$0

High/Scope Teacher Certification	Three teachers	October 2015	High/Scope Field Consultant	\$5,400
High/Scope Curriculum Training: Growing Readers & Numbers Plus	All new teachers, paras, floaters and support staff – Veteran staff who may need additional support	September 2015 to December 2015	Master Teachers	\$3,500
Teacher Observation/Feedback	All teachers	September 2015 to April 2016	Master Teachers/EC Supervisor	\$0
Peer Observations	By request of teachers or master teachers	October 2015 to April 2016	Teachers and Master Teachers	\$0
Professional Learning Committees regarding Curriculum Implementation	Teachers and master teachers	September 2015 to May 2016	Teachers and Master Teachers	\$0
Program Quality and Evaluation: ECERS, SELA, SELLCA, CLASS and PCMI	New Teachers, paraprofessionals and floaters	TBD	Master Teachers	\$500
Screening (ESI-R) and Assessment (COR)	New Teachers, paraprofessionals and floaters	September 2015	PIRT and Master Teachers	\$0
Video Taping of Teachers	Teachers	October 2015 to April 2016	Master teachers, Teachers and EC Supervisor	\$0
Lesson Planning	Teachers	September 2015 and ongoing as needed	Master teachers, EC Supervisor and Teachers	\$0
Child Growth & Development				
Basic Child Growth and Development	New Teachers, paras, floaters, support staff and veteran teachers who need additional support	September 2015 to December 2015 (as needed)	Master Teachers	\$0
English Language Learners and Supporting Diversity				
Strategies and Support for ELLs	Teachers, paraprofessionals, floaters and support staff	September 2015 to February 2016	ESL/Bilingual Master Teacher and ESL Preschool Teacher	\$3,000
Inclusion				
Promoting the Success for All Children: Understanding Challenging Behaviors	Teachers, Paraprofessionals, floaters, PIRT, MTs	TBD	Inclusion Teachers	\$200
Developing and Supporting Fine	Teachers, Paraprofessionals,	TBD	Inclusion Teachers	\$200

Motor Development	floaters, PIRT, MTs			
Family Engagement				
Parents as Literacy Supporters	Families	November 2015 and March 2016 (6 sessions)	Julia Jasper – Master Teacher	\$500
Parent Curriculum Night (Back to School Night)	Families	September 2015 and October 2016	Teachers and Master Teachers	\$100
Supporting the Home Language	ELL Families	TBD	ESL/Bilingual Master Teacher and ESL Preschool Teacher	\$100
Latino Family Literacy Project	Families	TBD	CPIS, Social Worker and Master Teacher	\$2,000
El Dia Program	Families	May 2016	Julia Jasper	\$1,500
Family Literacy Night	Families	TBD	Master Teachers	\$200
Family Math Night	Families	TBD	Master Teachers	\$200
Family Science Night	Families	TBD	Master Teachers	\$200
Positive Behavior Support	Families	TBD	PIRT	\$0
Special Education Support	Families	TBD	Inclusion Teachers	\$0
Harassment, Intimidation and Bullying Workshop	Families	TBD	CPIS	\$0
Positive Behavior Support				
PBS	New teachers, paraprofessionals, floaters and teachers who need more support	TBD	PIRT	\$200
Social & Emotional Development	Paraprofessionals, floaters, new teachers and follow up with veteran teachers	TBD	PIRT	\$200
Administration and Supervision				
Ethics, Law Governance and HIB	EC Supervisor	TBD	School District	\$0
Gang Awareness	EC Supervisor	TBD	School District	\$0
Teacher/Staff Evaluation System (Charlotte Danielson)	Teachers and support staff	August, 2015 – April 2016	EC Supervisor	\$0
Health and Safety				
Hand washing, and tooth brushing for students	Students	TBD	Preschool Nurses	\$0
Epinephrine Administration	Teachers and designated support staff	TBD	Preschool Nurses	\$0
Seizure Awareness	Teachers and support	TBD	Preschool Nurses	\$0

	staff			
AED Administration	Teachers, support staff, paraprofessionals and security	TBD	Preschool Nurses	\$0
CPR and First Aid	All Staff	August 2015 and March 2016	Will Smith	\$2,300
Out of District Professional Development				
Special Education Workshops at LRC and DOE	PIRS	TBD	Consultants	\$200
American Academy of Pediatrics Conference	Nurses	TBD	Consultants	\$500
NJ State School Nurse's Association	Nurses	TBD	Consultants	\$500
TESOL Conference	ELL Master Teacher and ESL Preschool Teacher	TBD	Consultants	\$500
NJ Association for the Education of Young Children Conference	Teachers and Master Teachers	TBD	Consultants	\$1,000
DOE-DECE Meetings and Workshops	EC Supervisor, Nurses, CPIS, PIRT, Inclusion, Master Teachers, Fiscal Specialist	September 2015 to June 2016	DOE-DECE Staff	\$800
High/Scope International Conference	Early Childhood Staff (4)	May 2016	High/Scope Consultants	\$6,000
Rutgers School of Social Work	Social Workers (2)	TBD	Rutgers Consultants	\$600
Mandatory Professional Development				
Diversity for Employees	All Staff	September 2015 to March 2016	Orange School District	\$0
Blood Born Pathogens	All Staff	September 2015 to March 2016	Orange School District	\$0
HIB	All Staff	September 2015 to March 2016	Orange School District	\$0
Suicide Awareness and Prevention	All Staff	September 2015 to March 2016	Orange School District	\$0
Alcohol and Drug Awareness	All Staff	September 2015 to March 2016	Orange School District	\$0
School Safety	All Staff	September	Orange School	\$0

		2015 to March 2016	District	
Code of Conduct	All Staff	September 2015 to March 2016	Orange School District	\$0
Integrated Pest Management	All Staff	September 2015 to March 2016	Orange School District	\$0
Child Abuse	All Staff	September 2015 to March 2016	Orange School District	\$0
Communicable Diseases	All Staff	September 2015 to March 2016	Orange School District	\$0
Asthma	All Staff	September 2015 to March 2016	Orange School District	\$0

SUPPORTING ENGLISH LANGUAGE LEARNERS

Describe for the 2015-2016 school year any projected changes to staffing and/or programming dedicated to supporting English language learners or in the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms. *The district does not plan to make programmatic changes regarding services to ELLs. However, the district will continue to use the ESL Preschool teacher as in-class support for children and teachers. This person will also model appropriate strategies for teachers to use while working with ELLs. The ESL preschool teacher and ESL/Bilingual Master Teacher will provide professional development for all teachers, paraprofessionals and floaters in small learning groups.*

Please indicate, out of the total number of preschool children in your school district, how many speak a language other than English at home? *346 children speak a language other than English and 38 were unspecified.*

TRANSITION

Discuss any changes for the 2015-2016 school year to your school district's preschool through grade three transition plan, including the points below.

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| <ul style="list-style-type: none"> • Discuss any changes in how collaboration among preschool administrators and other offices (e.g. special education, bilingual) will be achieved. <i>There are no changes.</i> |
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<ul style="list-style-type: none"> Describe any changes in the methods the district will use to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and from preschool to kindergarten. <i>There are no changes.</i>
<ul style="list-style-type: none"> List any changes in the district positions that will make up the transition team. <i>There are no changes.</i>
<ul style="list-style-type: none"> Describe any changes in strategies for preschool through grade three alignment of preschool and kindergarten curriculum, standards, assessment, and professional development. <i>There are no changes.</i>
<ul style="list-style-type: none"> Describe any changes in the district's projected transition activities for children and for their families from early intervention to preschool, from home to preschool, from preschool to kindergarten, and/or from kindergarten to grade three. <i>There are no changes.</i>

PROGRAM EVALUATION

- Describe for the 2015-2016 school year any changes to the information and tools the district will use to inform the SAVS process (ECERS-R, surveys, performance-based assessments, inclusion numbers, etc).

There are no changes in the way that the district will use the information from the SAVS process as well as the information from the ECERS, staff/parent surveys, PBAs, other structured observation tools, etc. We will continue to use the information to guide the implementation of services. Based on all reports and data, the district will assess, plan, and implement services accordingly. Just the same, professional development will be based on all collected data and reports and will be differentiated to meet the needs of all staff.

- Describe for the 2015-2016 school year any changes to the way the district will use SAVS results for continuous program improvement.

The district will continue to use the information from SAVS for program quality. The data will be used to review the program as a whole and to improve areas where necessary.