

District Information

County: Atlantic County Code: 01

District: Margate Board of Education District Code: 3020

Chief School Administrator: Dr. Dominick Potena

Address: 8103 Winchester Avenue; Margate, NJ 08402

Telephone Number: 609-822-1447 Fax Number: 609-822-3399

E-Mail Address: dpotena@margateschools.org

School Business Administrator: Susan Palaia

Address: 8103 Winchester Avenue; Margate, NJ 08402

Telephone Number: 609-822-1447 Fax Number: 609-822-3399

E-Mail Address: spalaia@margateschools.org

Preschool Program Contact: John DiNicola Title: Principal

Address: 9001 Winchester Avenue; Margate, NJ 08402

Telephone Number: 609-822-2391 Fax Number: 609-822-1986

E-Mail Address: jdinicola@margateschools.org

Date of the Board Resolution: November 12, 2008

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

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

OUTREACH/PROGRAM DELIVERY

School districts offering 'universal' and 'targeted' preschool programs must serve at least 90% of the universe of eligible preschool children by 2013-2014, pursuant to N.J.A.C. 6A:13A-2.3(a).

1. List strategies the district will use to recruit the universe of eligible preschool children.

Margate currently implements an inclusive preschool program for 3-year olds (AM) and 4-year olds (PM). The AM program runs for two hours (8:30-10:30) while the PM session runs for two hours and fifty-five minutes (12:15-3:10). One of the major components of the program centers on the identification of developmental delays and - in some cases - disabilities that are addressed early enough, hopefully, to prevent interventions and referrals later in the student's academic career. The district will continue to survey parents and publicize the availability of the program, including a Preschool Parent Orientation every year in June.

2. **The recommended rollout for over the five year period is as follows:**

- At least 20 percent of the eligible preschool universe in the 2009-2010 school year
- At least 35 percent of the universe in 2010-2011
- At least 50 percent of the universe in 2011-2012
- At least 65 percent of the universe in 2012-2013
- At least 90 percent of the universe in 2013-2014

If the district plan deviates from the recommended rollout, provide justification here.

The percent of TOTAL UNIVERSE PROJECTED TO BE SERVED is 0.0%. Because of this number along with a small number (8) of projected universal at-risk eligible preschoolers, the District chooses to delay servicing eligible preschoolers full time until the 2010-11 school year. All eligible preschoolers are currently – and will continue to be – serviced by the District in a half-day, inclusive setting.

List the number of eligible children projected to be served each year by age and setting. **(Full-day)**

	# children		Total # of children	Overall % of universe	# of classrooms for each setting		
	3s	4s			In-district	Provider	Head Start
Current (2008-2009)	0	0	0	0	0	0	0
Year 1 (2009-2010)	0	0	0	0	0	0	0
Year 2 (2010-2011)	0	0	0	0	0	0	0
Year 3 (2011-2012)	0	0	0	0	0	0	0
Year 4 (2012-2013)	0	0	0	0	0	0	0
Year 5 (2013-2014)	0	0	0	0	0	0	0

3. If the school district is not planning to contract with private providers, state the reasons why a mixed delivery system is not being used.

At this time and through the 2009-2010 school year, the District will continue to implement its half-day inclusive program.

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

N/A

5. If the district is developing a written agreement with another school district, please include the following:

District and county names of collaborating school districts:

Nature of written agreement (please submit a copy of the written agreement):

N/A at this time

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
Principal	John DiNicola	Admin	None as a teacher	District administrator
Preschool Team Coordinator	Christie Stack	Social Worker	Has overseen program for 3 years	Child Study Team case manager, social worker

2. Who will monitor and track preschool provider expenditures and contract compliance, if applicable?

Title	Name	Phone	Email	Other responsibilities
Principal	John DiNicola	609-822-2391	jdinicola@margateschools.org	District administrator

3. To whom will the fiscal staff person report?

SUPERINTENDENT

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.

1. How will the function of the master teacher position(s) be fulfilled in the school district? Check all that apply. **(as applicable to our current program)**
 - Master teacher(s) employed solely by the district with no other district responsibilities.
 - Master teacher(s) employed solely by the district who also have other district responsibilities.
 - Master teachers(s) shared with other collaborating districts.
 - Master teacher(s) provided via contract with a county or regional educational services commission as approved by the State Board.
 - Master teacher(s) will be provided by agreement with a private provider or local Head Start agency.
2. Each master teacher will be responsible for supporting 1 classroom (number of classrooms).
3. Based on the needs of the student population, what specialized training will the master teacher(s) have? Check all that apply.
 - Special education
 - English as a Second Language/Bilingual
 - Other (please describe)

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

Title	Name	Phone	Email	Other responsibilities (if applicable)
TEACHER	Carol Piechoski	609-822-2391	cpiechoski@margateschools.org	n/a
TEACHER	Teresa McGonigle	609-822-2391	tmcgonigle@margateschools.org	n/a

INTERVENTION AND SUPPORT SERVICES: Special Education and Inclusion

To the maximum extent appropriate, preschool children eligible for special education will 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 IEP goals are provided within classroom activities and routines
- Special education staff, master teachers and PIRT 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
- Collaboration among teachers, special education staff and intervention teams is built into the schedule

1. Referring to Table 1 and the district’s Special Education Annual Data Report, how many preschool children with disabilities does the district project to be included full-time in general education settings in 2009-2010?

Full-time, preschool disabled children in general education	
2008-2009	2009-2010 (projected)
17	0

2. How many general education preschool classrooms in district, Head Start, and provider will enroll children with disabilities over the next five years?

Setting	Number of general education classrooms with preschool disabled children				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Head Start					
Provider					
In-district	2	2	2	2	2

3. What is the average number of preschool children with disabilities expected to be enrolled in general education classrooms?

There is no way to predict, but the District has averaged between 5 and 10 preschoolers with disabilities.

4. In the table below, list the estimated number of children with disabilities to be included in general education settings each year.

	estimated # preschool disabled	# in general education classrooms	# in self-contained classrooms
Year 1 (2009-2010)	10	10	0
Year 2 (2010-2011)	10	10	0
Year 3 (2011-2012)	10	10	0
Year 4 (2012-2013)	10	10	0
Year 5 (2013-2014)	10	10	0

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 names and specialties of each person assigned to the PIRT.

Name	Title	Phone	Email	Other responsibilities
Carol Piechoski	Teacher	609-822-2391	cpiechoski@margateschools.org	na
Teresa McGonigle	Teacher	609-822-2391	tmcgonigle@margateschools.org	na
Christie Stack	CST/ Social Worker	609-822-2391	cstack@margateschools.org	na
Deborah Yeager	Speech Therapist	609-822-2391	dyeager@margateschools.org	na
Suzanne Forte	LDTC	609-822-2391	sforte@margateschools.org	na
John DiNicola	Principal	609-822-2391	jdinicola@margateschools.org	na
Nancy Palamaro	Nurse	609-822-2391	npalamaro@margateschools.org	na

2. Positive Behavior Supports is a model recommended by the NJ Division of Early Childhood Education to address challenging behaviors. What program and associated professional development will the district use to address the needs of children with challenging behaviors?

If an alternative to Positive Behavior Supports will be used, describe the program below.

Various behavior modification strategies are implemented as needed.

3. PIRT functions are to be provided via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
 - Teachers
 - Other special services staff
 - Child Study Teams

WEEKLY MEETINGS

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 in district preschool programs should participate in the National School Breakfast Program and the National School Lunch Program and 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.

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

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- Monitor and follow up on individual child health records
- Document and communicate with staff and parents about allergies or other health issues
- Assist in written policies related to health, safety and nutrition
- Assist parents in locating appropriate medical and health resources, as needed
- Assist in the development of written emergency procedures
- Provide health-related training to staff and/or children, as needed

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 nurses be provided? 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) shared with collaborating districts. (List collaborating districts below.)

2. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms (submit the 2009-2010 proposed schedule of health screenings for preschool children)?

N/A

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2009-2010 (submit the 2009-2010 proposed parent education schedule)?

N/A

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/45 children in provider settings; one social worker for no more than 300 children in district settings; one community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).

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

NA for the 2009-2010 school year

Title	Name	Phone	Email	Other responsibilities

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

NA for the 2009-2010 school year

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

NA for the 2009-2010 school year

4. List the names and titles of the members of the school district’s Early Childhood Advisory Council. *New Jersey Administrative Code 6A:13A* requires the membership of the council be stakeholders in the community, contracting private providers, Head Start agencies, and parents.

NA for the 2009-2010 school year

Name	Title

5. Please list the projected primary activities of the Early Childhood Advisory Council below.

NA for the 2009-2010 school year

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 curriculum will the school district adopt or are currently using?
 - Bank Street
 - Creative Curriculum
 - Curiosity Corner
 - High/Scope
 - Tools of the Mind

If the district is proposing another preschool curriculum, submit the program to the NJ Division of Early Childhood Education for review, along with its alignment with the Preschool Teaching and Learning Expectations. No district-developed curricula will be accepted.

2. What is the district's stage in implementing the preschool curriculum?
 - 1st year – direct training from curriculum trainer/developer
 - 2nd year – direct training with a coaching focus
 - 3rd year – direct training with a coaching focus or coach with updates from curriculum trainer
 - 4th year - coach with updates from curriculum trainer
 - 5th year - coach with updates from curriculum trainer
 - Other (please describe)

3. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments: **(BEYOND THE 2009-2010 SCHOOL YEAR)**

Curriculum Specific:

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

Cross Curricula:

- Early Childhood Environmental Rating Scale – Revised
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

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

- Developmental Continuum/Creative.net (Creative Curriculum)
- Child Assessment Tool (Curiosity Corner)
- Child Observation Record (High/Scope)
- Work Sampling System (Tools of the Mind)

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

N/A for 2009-2010

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

- Screening instruments are administered upon entry to the program within the 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.

Please describe any deviation from this protocol below.

N/A for 2009/2010

PROFESSIONAL DEVELOPMENT

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*.

1. How will the school district assess the professional development needs of preschool teaching staff? **(BEYOND THE 2009-2010 SCHOOL YEAR)**
 - a. Attach the staff survey that will be used to assess professional development needs and
 - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

N/A for 2009-2010

Curriculum Specific:

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

Cross Curricula:

- Early Childhood Environmental Rating Scale – Revised
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

2. For the 2009-2010 school year, list professional development topics, 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. Aside from 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). 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).

2009-2010 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
special education/inclusion	Teachers/aides	TBD	TBD	TBD
challenging behaviors	Teachers/aides	TBD	TBD	TBD
Curriculum and assessment	teachers	TBD	TBD	TBD

3. Describe the projected professional development activities/topics that will be offered until 2013-2014. Activities may be organized by year and/or topic.

Topics are expected to be similar to the topics listed in question #2.

Activities and venues will vary where appropriate.

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 Limited English Proficiency/English Language Learners (ELLs)? **0.1%**

2. How many bilingual preschool teachers will be employed in 2009-2010? **0**

3. How many bilingual preschool teacher assistants will be employed in 2009-2010?
0

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)
John DiNicola	Principal	609-822-2391	jdinicola@margateschools.org	na
Tracy Magel	ELL coord.	609-822-2391	tmagel@margateschools.org	World languages teacher

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. **N/A for 2009-2010**

One-on-one support at least two times per week (regular ELL protocol) with a regular education teacher as per guidelines for ELS districts

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

Professional development for all staff focuses on mainstreaming techniques and cultural awareness.

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) be achieved?

All articulation and collaboration activities are already in place within Union Avenue School – the location of the preschool classrooms.

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

Child -Study Team meetings with all stakeholders

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

The complete preschool team, administration, and kindergarten team

BEYOND THE 2009-2010 SCHOOL YEAR

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

Since there has been an inclusive preschool program in place since 2005, all alignment related to curriculum, standards, assessment, and professional development are already in place within Union Avenue School and on the district level.

5. List projected transition activities for teaching staff, children and families for each of the categories below. **N/A for 2009-2010 SCHOOL YEAR**

From early intervention to preschool:

From home to preschool:

From preschool to kindergarten:

From kindergarten to third grade:

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 and validation of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment and validation of the district's preschool program is 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.

2. Classroom Evaluation Instruments:

(BEYOND THE 2009-2010 SCHOOL YEAR)

- Creative Curriculum's Implementation Checklist
- 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
- Other (please describe) – student progress report forms (see attached)

Program Evaluation Tools:

- Parent surveys
- Staff surveys
- Administrator surveys
- Center director surveys
- Other (please describe)

How will the results be summarized and used:

- A program overview which includes statistics on the number of interventions and Child Study Team evaluations
- Follow-up academic survey of the district's preschool "graduates"-

All incoming kindergartners are administered a screening in August, prior to the start of the school year. The screening tool is the *Fox-in-a-Box* literacy assessment that follows all of our students through the end of first grade. Two individual assessments are administered each of those two first years. The second kindergarten assessment (LEVEL 2) is administered in May. The first grade assessments (LEVEL 3 and LEVEL 4) are administered in January and June respectively.

Seven of the eleven LEVEL 1 benchmarks are assessed during the August screening because that level is designed for mid-year kindergartners. The kindergarten and first grade teachers occasionally test individual students during the year to evaluate their students' progress.

As the program entered its third year of operation, its long-term effects on the academic performance of its "alumni," as it relates to more empirical data provided by state assessments, is yet to be seen. A review of the *Fox-in-a-Box* literacy assessment, however, provides a small, modest glimpse of the early progress of Union Avenue preschoolers compared to their classmates who either attended other preschools or did not attend preschool at all. Of the 97 students who participated in the screening in August before their kindergarten year and are currently enrolled in Union Avenue School in either kindergarten or first grade, 50 of them are Union Avenue preschoolers (including 6 classified children). Those children who attended Union Avenue preschool (including those in the disabled program) averaged a mastery of 5.4 LEVEL 1 benchmarks. Those who did not attend Union Avenue preschool averaged a mastery of 4.2 LEVEL 1 benchmarks.

PRESCHOOL PROGRESS REPORT (age 3)
 UNION AVENUE SCHOOL
 MARGATE, NEW JERSEY

Student _____

Teacher _____

Year _____

KEY

G = Good

W = Working on Skill

NA = Not Applicable

Conference Period	1	2
Days Absent		
Days Tardy		

I. READING READINESS	1	2
I can say the alphabet (rote memory)		
Upper case alphabet: Identify some letter names		
I can print my first name		
I can recognize eight colors		
I know some position orientation words (top/bottom)		
II. MATH READINESS		
I can rote count to...		
Recognize some numbers		
Recognize some shapes		
I can identify size difference (big/little)		

III. SELF_RELIANCE SKILLS	1	2
I go to the bathroom alone		

IV. FINE MOTOR SKILL I use my small muscles in -	1	2
Holding - using my crayons		
Holding - using my pencils		
Pasting/gluing		
Simple puzzle assembly		

V. GROSS MOTOR SKILLS	1	2
Walk (forward/backward)		
Run		
Jump in place (two feet together)		
Balance (left foot, right foot)		
Hop (one foot, two feet)		
Throw a large ball forward		
Kick a large ball forward		
Catch a large ball		
Bounce a large ball		

VI. SPEAKING SKILLS	1	2
I speak clearly		
I can answer some questions		

VII. PRACTICAL SKILLS	1	2
I can say my first and last name		
I know how old I am		
I know some colors		
I can recognize/point to body parts		

VIII. SOCIAL/EMOTIONAL SKILLS	1	2
I accept and respond to my teacher's directions		
I respect and show concern for people and things around me		
I play and share cooperatively with other children		

MARCH COMMENTS:

Parent's Signature

Teacher's Signature

JUNE COMMENTS:

Parent's Signature

Teacher's Signature

PRESCHOOL PROGRESS REPORT (age 4)

UNION AVENUE SCHOOL

MARGATE, NEW JERSEY

Student _____

Teacher _____

YEAR _____

Conference Period	1	2
Days Absent		
Days Tardy		

KEY

G = Good

W = Working on Skill

NA = Not Applicable

I. READING READINESS	1	2
I can say the alphabet (rote memory)		
Upper case alphabet: Identify some letter names		
I can print my first name		
I can recognize eight colors		
I can identify likenesses/differences		
I know some opposite words (hot/cold)		
I know some position orientation words (top/bottom)		

II. MATH READINESS	1	2
I can rote count to...		
Recognize some numbers		
Recognize some shapes		
I can find shapes in my environment		
I can identify size difference (big/little)		
I can sequence different sizes (small, smaller, smallest)		
I can categorize objects (shape, color, size, texture)		

III. SELF-RELIANCE SKILLS	1	2
I go to the bathroom alone		

IV. GROSS MOTOR SKILLS	1	2
Walk (forward/backward)		
Run		
Jump in place (two feet together)		
Balance (left foot, right foot)		
Hop (one foot, two feet)		
Throw a large ball forward		
Kick a large ball forward		
Catch a large ball		
Bounce a large ball		
Skip		

V. SPEAKING SKILLS	1	2
I speak clearly		
I communicate in sentences		
I can answer some questions		
I wait my turn when speaking in a group		

VI. PRACTICAL SKILLS	1	2
I can say my first and last name		
I know how old I am		
I know some colors		
I can recognize/point to body parts		

VII. FINE MOTOR SKILL	1	2
I use my small muscles in:		
Holding - using my crayons		
Holding - using my pencils		
Holding - using my scissors		
Pasting/gluing		
Simple puzzle assembly		

VIII. SOCIAL/EMOTIONAL SKILLS	1	2
I accept and respond to my teacher's directions		
I respect and show concern for people and things around me		
I play and share cooperatively with other children		
I can identify human feelings (sad, happy)		

IX. WORK HABITS	1	2
I follow routines independently		
I can follow directions		
I can work well in small groups		

X. MUSIC/ ARTS/ SCIENCE/ SOCIAL STUDIES/ READINESS SKILLS	1	2
I participate in music activities		
I participate in art activities		

MARCH COMMENTS:

Parent's Signature

Teacher's Signature

JUNE COMMENTS:

Parent's Signature

Teacher's Signature

DISTRICT STATEMENT OF ASSURANCES

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

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

I certify that the above item and Five-Year Preschool Program Plan are correct and complete.

Chief School Administrator's Signature

Date