



Maryland Accreditation Program Improvement Plan

Program/Provider/School Name: Rosa L. Parks Elementary School		License/Registration #: 16-1731	Date Created: 1- 29 -2024
Age/Grade Level: (Check all that apply) - Pre- Kindergarten	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	PUBLIC SCHOOL <input checked="" type="checkbox"/> Pre-Kindergarten	

INDICATOR & Rating or IMPROVEMENT CATEGORY	IMPROVEMENT STRATEGIES /GOALS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIMELINE AND COMPLETION DATE
1.2.4 Qualification: Assistant Teacher -Partially Met	Teacher Assistant will need a CDA Certification or AA Degree.	<ul style="list-style-type: none"> Review of staff current transcript to determine additional courses needed for CDA or 	PGCPs Human Resources Department Prince George's Resource Connect	April 2024

		AA degree		
1.4.1 Program Accountability -Not Met	<ul style="list-style-type: none"> Program accountability steps will need to be developed. An annual program evaluation and an accreditation self - appraisal report will be shared with the School Improvement Team. 	<ul style="list-style-type: none"> Steps to complete an Annual Evaluation 	<p>Dr. Rhonda Summey - Hester - Principal</p> <p>PGCPS Judy Center Early Learning Hub</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	June 2024
2.1.1 (A, B, C) Outdoor Environment -Partially met	<ul style="list-style-type: none"> Pre-Kindergarten classroom teachers make a request to order the following: <ul style="list-style-type: none"> Outdoor playground equipment and a large storage area. A large shade cover. Smooth pavement space for safe effective play. An upgraded playground area with the required smooth tricycle path for effective motor skills practice. 	<ul style="list-style-type: none"> Outdoor equipment Storage Bin Shading Upgrades to playground 	<p>Rosa L. Parks School Instructional Team</p> <p>PGCPS Facilities Management</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	May 2024
2.1.2 (A) Indoor Environment: Safety-Partially Met	<ul style="list-style-type: none"> Pre-Kindergarten classrooms will be clutter free to ensure a safe and secure environment. Pre-Kindergarten teachers will create developmentally appropriate soft areas within the classroom environment. 	<ul style="list-style-type: none"> Structured time to organize space 	<p>Teacher A - Room 138 Teacher B - Room 137</p>	March 2024
2.1.2 (B) Indoor Environment: Organization of Space-Partially Met	<ul style="list-style-type: none"> Pre-Kindergarten teachers will order a variety of books and text materials for center areas. All classroom center spaces will be organized for flexibility and accessibility to all children. 	<ul style="list-style-type: none"> Books, Text materials Organization of space 	<p>RPES Judy Center Early Learning Hub</p> <p>PGCPS Early Childhood Office</p> <p>Rosa L. Parks ES PGCPS</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	March 2024

<p>2.1.2 (C) Indoor Environment: Intentional Learning Opportunities-Partially Met</p>	<ul style="list-style-type: none"> • Pre-Kindergarten classroom teachers will request authentic materials to be ordered. • Teachers will hang student work to be displayed or hung at student eye level. • Walls, windows and bulletin boards will have intentional displays for students to view. • Tubs, trays, bins, baskets, shelves, boxes, and other items will be labeled and appropriately placed in a clean area within the classroom. 	<ul style="list-style-type: none"> • Labels • Students work displayed 	<p>Teacher A - Room 138 Teacher B Room 137</p>	<p>March 2024</p>
<p>2.1.3 (A) Fostering Appreciation and Support for Diversity: Learning Environment -Partially met</p>	<ul style="list-style-type: none"> • More instructional materials, (puppets, art, and music), will be ordered for each Pre-Kindergarten classroom. • Pre-Kindergarten teachers will display reflections of positive images, customs, and traditions relevant to the culture of families, children, and staff within the school environment. 	<ul style="list-style-type: none"> • Items that represent students' culture and traditions. • Puppets • Art • Musical instrument 	<p>RPES Judy Center Early Learning Hub PGCPS Early Childhood Office Rosa L. Parks ES PGCPS Teacher A - Room 138 Teacher B - Room 137</p>	<p>March 2024</p>
<p>2.1.3 (B) Fostering Appreciation and Support for Diversity: Intentional Teaching -Partially Met</p>	<ul style="list-style-type: none"> • Pre-Kindergarten teachers will demonstrate more evidence of collaboration among children during the instructional day. 	<ul style="list-style-type: none"> • Feedback from informal and formal observations. • Implementation of recommendations from CLASS observations 	<p>Dr. Rhonda Summey - Hester - Principal Mr. Craig Barnes - Assistant Principal Teacher A - Room 138 Teacher B - Room 137</p>	<p>March 2024</p>
<p>2.3.1 Curriculum Content-Partially Met</p>	<ul style="list-style-type: none"> • Pre-Kindergarten teachers will display more evidence of student learning experiences. • Pre-Kindergarten teachers will utilize a variety of instructional material to create more opportunities for practicing skills that have been taught. • Pre-Kindergarten will incorporate an equitable balance of the needs of the students during whole and small group experiences. • Pre-Kindergarten will show evidence of learning experiences in all learning domains through consistent informal and formal assessments. 	<ul style="list-style-type: none"> • Feedback from informal and formal observations. • Implementation of recommendations from CLASS observation 	<p>Dr. Rhonda Summey - Hester - Principal Mr. Craig Barnes - Assistant Principal Teacher A - Room 138 Teacher B - Room 137</p>	<p>June 2024</p>

<p>2.3.2 Social Foundations-Partially Met</p>	<p>Classrooms will demonstrate age appropriate classroom rules written in positive terms such as:</p> <ul style="list-style-type: none"> ● Intentional activities that promote appropriate behavior. ● Class meetings/circle time discussions ● Small group interactions ● Paired activities ● Role playing <p>In addition, visuals of small group problem solving, use of visual cues, and social emotional stories will be located in the classroom to support conflict resolution.</p> <p>Self-regulation strategies,examples of positive social interactions with all children and adults, and respectful interactions with children will be present.</p>	<ul style="list-style-type: none"> ● Feedback from informal and formal observations ● Implementation of recommendations from CLASS observations 	<p>Dr. Rhonda Summey - Hester - Principal</p> <p>Mr. Craig Barnes - Assistant Principal</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	<p>June 2024</p>
<p>2.3.4(c) Language Arts; Writing-Partially Met</p>	<p>Pre-Kindergarten teachers will have writing centers with a variety of materials that are available daily.</p>	<ul style="list-style-type: none"> ● Variety of writing materials ● Children generated books displayed 	<p>RPES Judy Center Early Learning Hub</p> <p>PGCPS Early Childhood Office</p> <p>Rosa L. Parks ES PGCPs</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	<p>June 2024</p>
<p>2.3.7 Social Studies-Partially Met</p>	<p>Pre-Kindergarten teachers will display authentic materials representing Social Studies concepts,(e.g. books, music, dolls, globes, and/or maps of classroom, school, U.S., world, etc.), and a variety of print materials, (newspapers,magazines, books, original photographs, etc.).</p>	<ul style="list-style-type: none"> ● Variety of printed material ● Books ● Globes ● Maps 	<p>RPES Judy Center Early Learning Hub</p> <p>PGCPS Early Childhood Office</p> <p>Rosa L. Parks ES PGCPs</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	<p>June 2024</p>
<p>2.3.9 Physical and Health</p>	<p>Teachers will hang handwashing signs that will be visible next to the hand washing area.</p>	<ul style="list-style-type: none"> ● Handwashing signs 	<p>Teacher A - Room 138 Teacher B - Room 137</p>	<p>March 2024</p>

Education-Partially Met				
2.4.4 Instructional Strategies-Partially Met	<p>Teachers will provide more opportunities and activities that meet children's learning needs such as:</p> <ul style="list-style-type: none"> • Equitable cooperative learning experiences. • Exploratory learning center, (differentiated tasks, scaffolding). • Implement strategies that encourage higher level thinking skills and investigation,(such as Open-ended, higher level questions, cooperative learning strategies and problem solving strategies). • Complete a balance of educator-directed and child- initiated experiences and offer multiple flexible opportunities for children to express and engage in learning. 	<ul style="list-style-type: none"> • Feedback from informal and formal observations. • Implementation of recommendations from CLASS observations. 	<p>CLASS Observation Tool EDoctrina Observations</p> <p>Teacher A - Room 138 Teacher B - Room 137</p>	June 2024
2.4.5 (A,B) Transitions and Behavior-Partially Met	<ul style="list-style-type: none"> • Teacher A will show more evidence of using visual cues that support classroom expectations based on students developmental needs. 	<ul style="list-style-type: none"> • Visual cues available during instructions 	<p>CLASS Observation Tool EDoctrina Observations</p> <p>Teacher A - Room 138</p>	June 2024