

Maryland Accreditation Program Improvement Plan



Program: Public Prekindergarten		License/Registration #:	Date Created: 12/15/21
Provider: Gabrielle Pearson, Adrienne Lee, Tanzania Carter, Wanda Bannerman			
School Name: Rose Valley Elementary School			
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	PUBLIC SCHOOL <input checked="" type="checkbox"/> Pre-Kindergarten	

Directions: After completing the Initial Self-Appraisal, this form must be used to develop a program improvement plan for indicators rated Partially Met (P) and Not Met (N). This form can also be used to meet Maryland EXCELS Standards ACR 3.3-3.5 if ERS/CLASS goals (if required) and School Readiness goals are included. Add additional pages as necessary.

INDICATOR & RATING OR IMPROVEMENT CATEGORY	IMPROVEMENT STRATEGIES /GOALS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIMELINE AND COMPLETION DATE
CLASS (Instructional Support): Quality of Feedback (2.88)	Work on providing information to expand or clarify students' learning. Work on providing encouragement or affirmation to students. Work on focusing attention on effort and explicitly recognize students' efforts by saying things like, "Wow, you are really trying hard to figure things out", "Tell me about your painting, How did you decide to put birds in the picture?" or "Wow, you made a lot of different colors on your picture with the tissue paper. How did you do that?" If a student is frustrated, offer reinforcement and encouragement by making statements such as, "That looks hard. Keep going because I think you can do it!" Additionally, go beyond simply saying that a	C4L Curriculum CLASS Dimensions Guide	Teacher Para	January-March 2022

	<p>response is correct or incorrect. Expand on an initial student behavior or response. Try to provide clarification after a student gives a partially correct or incorrect response. Work on developing very specific feedback that is individualized to specific students or contexts of learning rather than providing the general statements of “good job”. Work on developing frequent “feedback loops/back and forth exchanges” between the teacher and students. Work on responding to a student’s comment, action or performance by engaging with the student in a sustained back and forth exchange with the intention of helping him or her really understand ideas or get to the correct answer. Persist in these efforts rather than stopping with one clarifying comment. Ask questions that help the student engage in the discussion of his or her work, which promotes further learning and thinking on the part of the student. Prompt students to explain their thinking and rationale for responses and actions. In response to students’ comments or actions, ask “why” questions that prompt the students to explain their thinking. This type of feedback helps all students in the classroom understand the process of learning. Scaffold for students who are having a hard time understanding a concept, answering a question, or completing an activity. In scaffolding, you will acknowledge where the child is “starting” and provide the necessary level of support to allow the student to succeed or complete a task. This may be in the form of hints or assistance. For example, provide the student with the necessary resources and/or ask the student additional questions that will lead him or her to the answer.</p>			
<p>CLASS: Concept Development (2.62)</p>	<p>Work on developing and relating concepts and connecting them to students’ actual lives. Make consistent and intentional efforts to make learning meaningful by helping students apply their thinking to real-world events and by covering concepts and ideas that are a part of their everyday experiences. Connect new learning to previous experiences and lessons taught in the classroom. Consistently link concepts and activities to one another and to previous learning. Make an active effort to link together different concepts that the students have been studying or ties together multiple concepts with a single lesson. Provide opportunities for students to be creative and/or generate their own ideas and products. Make use of brainstorming as a way to get students thinking. Help students generate plans about how they will spend their time or how they will go about a particular task by asking questions such as, “What will you start on?” or “Tell me how you are going to work together on this. Finally, use discussion and activities that encourage analysis and reasoning. Consistently use strategies that get students thinking</p>	<p>C4L Curriculum CLASS Dimensions Guide</p>	<p>Teacher Para</p>	<p>January-March 2022</p>

	about the how and why of learning rather than simply encouraging memorization of isolated facts.			
CLASS: Language Modeling (2.50)	Ask open-ended questions, versus closed-ended questions that allow children to elaborate on responses. Focus on why, how questions so that students can expand on and explain their responses. There should be frequent conversations happening in the classroom between students and among the teacher and students that promote opportunities for language use. Initiate conversations with students. Engage in a natural flow in the exchange of information during center time and other periods of time that encourages children to converse and make them feel they are valued conversational partners. In a high quality language environment, the teacher focuses first on students' attempts to communicate, and then builds directly on it. You accomplish this by often repeating or extending the students' responses. In this way you affirm what the child has said, but also build upon by modeling more complex language. Work on mapping out your own actions (self-talk) and the students' actions (parallel talk) through language and description. For Example: "I'm going to give you each ten cookies. I'm opening the bag...Now I'm handing them out in a circle, one to each of you. Now I'm turning off the light. I am going to get a book to read. I am walking to the library and trying to find a good book, etc." (self-talk) "You are walking nice and quietly in the hallway with your hands down by your side." (Parallel talk)	C4L Curriculum CLASS Dimensions Guide	Teacher Para	January-March 2022
School Readiness	35% of Kindergarten students were demonstrating readiness according to the 2019-2020 school year. As a result, the Early Childhood Office was intentional in selecting SKBs from the Early Learning Assessment that would support the development of student skills. The SKBs were selected based upon historical data reviewed for PGCPs students who had taken the KRA. Data collection for instructional planning helps support the creation of teacher SLOs and SGMs based on the PreK Maryland College and Career Ready Standards that are directly aligned to the SKBs. The data collection for the identified SKBs is an ONGOING process. Lesson plans should identify the data collection method/tool that will be used to document student learning. Developmentally appropriate data collection includes: Observations, Anecdotal Notes, Portfolios/ Work Samples (NO WORKSHEETS), teacher checklists, parent Input/reports, video, photos and audio samples.	EC Website ELA KRA SKBs K Ready Website	Teacher Para	January-March 2022

INDICATOR & RATING OR IMPROVEMENT CATEGORY	IMPROVEMENT STRATEGIES /GOALS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIMELINE AND COMPLETION DATE
1.1.1 Philosophy Not Met	Please upload the school's philosophy and mission statement. Add language to reflect early childhood practices and an appreciation for diversity and inclusiveness of individuals of all abilities. (For example: discuss all areas of development including both academic and social. Discuss how you take a whole child approach to instill a Love for Learning.)	Accreditation Standards NAEYC	Administration	Ongoing December 2021- June 2022
1.1.2 Program Evaluation Partially met	Complete process for program evaluation, conduct annual program evaluation, and create goals for ongoing improvement	CLASS ECO	ELO	Ongoing December 2021- June 2022
1.2.1 Communication Partially met	Continue to provide evidence of an ongoing collection of rolling agendas and minutes from staff meetings. Build DAP (Developmentally Appropriate Practice) and program planning in monthly agendas. Add focus to weekly staff bulletin DAP.	Pedagogy Guide Accreditation Information	Administration Teacher	Ongoing December 2021- June 2022
1.2.2 Staff Evaluation and Ongoing Supervision Partially Met	Complete and submit PDP. (Safe School Trainings, Professional Development opportunities through the Early Learning Office and those taken independently.)	CLASS MSDE Visit EDoctrina PDP Template	Administration Teacher Paras ECO	Ongoing December 2021- June 2022
1.2.3 Qualifications: Teacher Partially Met	We need Ms. Carter: College Diploma/Transcript	Certification	ELO Human Resources	April 2022

<p>1.2.4 Qualifications: Para</p> <p>Partially Met</p>	<p>We need Ms. Lee: Diploma/Para Pro</p>	<p>Certification</p>	<p>ELO Human Resources</p>	<p>April 2022</p>
<p>1.2.5 Professional Support</p> <p>Partially Met</p>	<p>Continue to document and submit evidence of planning time in your daily schedule. Create a meeting agenda for planning with the Prek team during PLC/Collaborative Planning.</p>	<p>Daily Schedule Rolling agenda/ minutes</p>	<p>ELO Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>1.3.1 Transition and Continuity of Service <i>within</i> program</p> <p>Partially Met</p>	<p>Continue to collect evidence of communication with families regarding transition within the program. Provide evidence of any parent meetings that have been held. Provide evidence of transition activities between Prekindergarten and Kindergarten.</p>	<p>Pedagogy Guide Transition Materials</p>	<p>Teacher Administration</p>	<p>Ongoing December 2021- June 2022</p>

<p>1.3.2 Transition and Continuity of Service <i>between</i> Childcare</p> <p>Partially Met</p>	<p>Continue to collect evidence of activities with Forte Foote Baptist (i.e. inviting community providers to training/information nights, emails to families with young children, etc.) Create a transition plan, including meetings and activities between PreK and local childcare/Head Start.</p>	<p>Pedagogy Guide Transition Materials MFN</p>	<p>Administration Teacher ELO</p>	<p>December 2021- June 2022</p>
<p>1.3.4 Intentional Planning</p> <p>Partially Met</p>	<p>Continue to provide lesson plans that reflect implementation of the C4L project based curriculum and include speech/IEP goals. See sample lesson plans that were sent</p>	<p>CIM Lesson Plan</p>	<p>Teacher ELO</p>	<p>January 2021</p>

<p>1.3.5 Multiple Assessment Methods</p> <p>Partially Met</p>	<p>Maintain student portfolios. Assessment results reflected in individualized lessons/small groups. Continue use of informal assessments (i.e. anecdotal notes, photographs, checklists, etc.)</p>	<p>Lesson Plan CIM CIRCLE Manual DIDM</p>	<p>Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>1.3.6 Assessment Strategies</p> <p>Partially Met</p>	<p>Maintain student portfolios. Assessment results reflected in individualized lessons/small groups. Continue use of informal assessments (i.e. anecdotal notes, photographs, checklists, etc.)</p>	<p>CIRCLE ELA</p>	<p>Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>1.4.1 Reporting</p> <p>Partially Met</p>	<p>Continue to upload Staff meeting agenda/leadership team meetings that include accreditation topics.</p>	<p>Agendas Sign-In Sheets</p>	<p>Administration Teacher</p>	<p>December 2021- June 2022</p>
<p>2.1.1 (a) Outdoor Environment/ Safety</p> <p>Partially Met</p>	<p>The community uses the playground and sometimes there is random trash buried in the mulch. The mulch was replaced at the beginning of the year. Everytime it rains the water collects on the playground. Also, there is a wasp nest and beehive near the playground. We have spoken to the building supervisor regarding these concerns. The teaching teams will take photos of the items discussed. Request a work order and send it to the ELO.</p>	<p>Building Supervisor PGCPS</p>	<p>PGCPS</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.1.2 (a) Indoor Environment: Safety</p> <p>Partially Met</p>	<p>The classrooms do not have an area to store materials and teacher materials are visible. The school provided totes for each classroom and there were materials inside of the C4L boxes. There is an excessive amount of Frog Street curriculum that is not being used. Ask your administrator if the textbook office can come pick up the materials.</p>	<p>Building Supervisor PGCPS</p>	<p>Building Supervisor Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching</p> <p>Partially Met</p>	<p>Provide social stories and CSEFEL strategies in centers and include them on the lesson plan and daily instruction.</p>	<p>CSEFEL Early Childhood Website PEIP website</p>	<p>Teacher ELO</p>	<p>Ongoing December 2021- June 2022</p>

<p>2.3.2 Social Foundations</p> <p>Partially Met</p>	<p>Establish greeting circle routine; commitments, etc. Print and use CSEFEL materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.). Incorporate in lesson plans. Post classroom rules.</p>	<p>Conscious Discipline CSEFEL</p>	<p>Teacher ELO</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.3.3 Executive Function</p> <p>Partially Met</p>	<p>Add additional visual cues. Use problem solving cards; discussion in social situations. Post solution cards in various centers (Blocks and Dramatic Play). Include opportunities to engage in play throughout components of the day within lesson plans.</p>	<p>CSEFEL Conscious Discipline PEIP Website Lesson Plans</p>	<p>Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.3.4 (c) Language Arts: Writing</p> <p>Partially Met</p>	<p>Place child book making materials in the writing center. Continue to utilize student journals regularly. Create and display child generated books in centers. Add writing materials and utensils to all learning centers. The writing center should be organized. Have several materials that support letter recognition. Add Dry-erase boards and Dry erase markers. Add more authentic writing props (i.e postcards, envelopes, notepads, pens, lined paper, pencils/color pencils, etc) to enhance the writing center.</p>	<p>Circle Manual</p>	<p>Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.3.6 Science</p> <p>Partially Met</p>	<p>Locate STEM materials for centers. Provide authentic materials in the science center for exploration. Integrate STEM in all centers; include science lessons. Use personal objects at home to promote investigation and creative thinking.</p>	<p>Materials Pedagogy Guide</p>	<p>ELO Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.3.7 Social Studies</p> <p>Partially Met</p>	<p>Child friendly map, globe, multicultural dolls, CD's, etc...Create a map of our classroom with students. Social studies books. (US and world history), world map, globe. Include more of the community places and workers in the classroom learning content and materials.</p>	<p>Materials</p>	<p>ELO Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>2.3.8 Fine Arts</p> <p>Partially Met</p>	<p>Create an "Author's Chair" for students' work. Add authentic artwork to the art center from famous artists for exposure. Act out stories. Display works of art. Order multicultural music. Evidence of fine arts such as the use of musical instruments in class is needed.</p>	<p>CIRCLE CIM Frog Street Multicultural CD</p>	<p>ELO Teacher</p>	<p>Ongoing December 2021- June 2022</p>
<p>3.1.4 Family Engagement and Involvement</p> <p>Partially Met</p>	<p>The school and/or county's handbook that outlines the decision making, grievance, problem solving process is missing for this indicator. Please include a list of those members of the PTA/PTO, School Improvement Team Parent Members or Parent Advisory Board. Agendas from training/workshops that are (have been) offered to families.</p>	<p>PTA Agendas School Improvement Team Agendas</p>	<p>Administration Teacher</p>	<p>Ongoing December 2021- June 2022</p>

<p>3.1.5 Community Engagement and Involvement</p> <p>Partially Met</p>	<p>Collect monthly school newsletters/communication providing information on community resources. Evidence of partnerships between school and community programs and businesses (library, etc.) Pre-k involvement must be evident in the documentation. Please share Newsletters that are shared with families regarding community resources because they are required pieces of evidence.</p>	<p>PGCPS PGCMLS</p>	<p>Administration</p>	<p>Ongoing December 2021- June 2022</p>
<p>3.1.6 Evaluation</p> <p>Partially Met</p>	<p>Collect parent surveys on program evaluation. Upon completion, share with the PTA, school improvement team, and staff. Collect agendas</p>	<p>ELO</p>	<p>ELO Teacher Administration</p>	<p>Ongoing December 2021- June 2022</p>