

# Maryland Accreditation Program Improvement Plan



<b>Program/Provider/School Name:</b> Calverton ES <b>PreK Accreditation Team Members:</b> Steffanie Scheibach- PreK Teacher Sandra Morales Lemus- Paraprofessional Ronae Smith - Principal Kimberly Brown - Assistant Principal Whitney Tarver- ECH support Person		<b>License/Registration #:</b> 16-0105	<b>Date Created:</b> November 6, 2023
<b>Age/Grade Level:</b> (Check all that apply)	<b>CHILD CARE:</b> <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool  <input type="checkbox"/> School-Age	<b>PUBLIC SCHOOL</b> x <input 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
School Readiness	30.9% of Kindergarten students were demonstrating readiness according to the 2022-2023 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 based on the PreK Maryland	ECH website ELA KRA SKBs	Steffanie Scheibach - PreK Teacher  Sandra Morales Lemus- Paraprofessional	October 2023-Mach 2024

	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.			
<b>1.1.2 Program Evaluation (P)</b>	Complete process for program evaluation, conduct annual program evaluation, and create goals for on-going improvement	CLASS Teachestone	ELO	<i>March- April 2024</i>
<b>1.2.1 Communication (P)</b>	Submit staff meetings with rolling agenda minutes. Build DAP and program planning in monthly staff agendas to be shared with all staff. <ul style="list-style-type: none"> <li>Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation</li> </ul>	Pedagogy Guide Accreditation Information	Ronae Smith Kim Brown Steff Scheibach	<i>January-April 2024</i>
<b>1.2.2 Staff Evaluation and Ongoing Supervision (P)</b>	-Upload staff evaluations (both teachers and paras) -Individual Staff development plans for teacher and paras	Accreditation Information FFT Evaluations	Ronae Smith Kim Brown Steff Scheibach Sandra Lemus Morales	<i>January 2024</i>
<b>1.2.4 Qualifications: Assistant Teacher (Para) (P)</b>	-Upload Associates degree or CDA staff qualifications form Look for program in the PLO Reach out to HR/ certification office to see next steps	CDA Associates	Sandra Lemus Morales	<i>Jan 2024</i>

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<b>1.3.1</b> <b>Transition and Continuity of Service <i>within</i> program (P)</b>	Create a transition plan, including meetings and events between PreK and K.  Please upload agendas and minutes of transition meetings and provide more evidence of communication with families regarding transition with the program. <ul style="list-style-type: none"> <li>● 3 sample transition cards from 2022-2023</li> <li>● Kindergarten Transition Night powerpoint for Families</li> </ul>	Pedagogy Guide Transition Materials	Ronae Smith Kim Brown Steff Scheibach	<b>January-April 2024</b>
<b>1.3.2</b> <b>Transition and Continuity of Service <i>between</i> Childcare (N)</b>	Create a transition plan, including meetings and activities between PreK and local childcare/Head Start. Collect evidence of activities (sign in sheets, emails, etc.)  Upload the following: <ul style="list-style-type: none"> <li>● Written transition plan and activities</li> <li>● Evidence of transition activities between Local Public School and Licensed Child Care/Head Start</li> <li>● PreK orientation powerpoint</li> <li>● outreach to local daycares re: prek enrollment</li> </ul>	Pedagogy Guide Transition Materials MFN	Ronae Smith Kim Brown Steff Scheibach ELO	January - April 2024
<b>1.3.3 Schedules &amp; Routines (P)</b>	Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplar provided	<b>CIM</b>	Steff Scheibach	<b>Feb 2024</b>
<b>1.3.4 Intentional Planning</b>	Lesson plan reflects implementation of the C4L project based curriculum and includes speech/IEP goals (identify students by initials), ELL modifications taken directly from C4L, turn and talk or think pair share opportunities throughout, open ended	CIM Lesson Plan	Steff Scheibach Sandra Lemus Morales	<b>January-March 2024</b>

<p><b>(P)</b></p>	<p>questions, “free-choice” centers, questions students are asked while engaged in centers for problem solving opportunities, statement that identifies how families have informed the lesson plan (surveys), differentiated small groups</p> <p>See sample lesson plans that were sent and notes provided in Google Classroom assignment</p>			
<p><b>1.3.5 Multiple Assessment Methods (P)</b></p>	<p>Include evidence of assessments and small group activities in lesson plans. Make sure to date work samples to measure student growth. Portfolios should include the evidence collected for three students (i.e. work samples, anecdotal notes, writing samples) Each student should have several pieces of documentation that are varied and span the course of the school year. Written plans with differentiated instruction</p> <p>Upload the following document:</p> <ul style="list-style-type: none"> <li>● Written assessment plan</li> <li>● Assessment tools are aligned with Maryland Early Learning Standards</li> <li>● Evidence of ongoing observations used to inform planning Evidence of informal assessment using portfolios, checklists, anecdotal notes, work samples, etc.</li> <li>● Written plans reflecting differentiation of instruction based on assessment</li> <li>● ELA classroom report (provide the assessment used to inform differentiated small groups from lesson plan</li> </ul>	<p>Lesson Plan CIM CIRCLE Manual DIDM KReady ELA Platform</p>	<p>Steff Scheibach Sandra Lemus Morales</p>	<p><b>January-March 2024</b></p>
<p><b>1.3.6 Assessment Strategies (P)</b></p>	<p>Continue to maintain student portfolios. Assessment results reflected in individualized lesson/small group. Use of informal assessments (i.e. anecdotal notes, checklists, etc.)</p> <p>Please upload the following evidence:</p> <ul style="list-style-type: none"> <li>● Evidence of completed assessment tools <ul style="list-style-type: none"> <li>● Samples of data collected</li> </ul> </li> <li>● Evidence of differentiation, e.g. grouping based on assessment data</li> <li>● Strengths and interests of children are reflected in instructional strategies, e.g. think-pair share, cooperative learning, problem solving, etc</li> </ul>	<p>CIRCLE ELA</p>	<p>Steff Scheibach</p>	<p><b>January-March 20234</b></p>
<p><b>1.4.1 Reporting (N)</b></p>	<p>Upon completion, schedule meetings to share program evaluation with school staff and PTA. Staff meeting agenda/leadership team meetings include accreditation topic.</p>	<p>Agendas Sign-In Sheets</p>	<p>Ronae Smith Kim Brown Steff Scheibach</p>	<p><b>February-April 2024</b></p>

	<p>Please provide evidence that program evaluation, program Improvement Plan (PIP) and accreditation self-appraisal results were shared with staff, parents, and governing body.</p> <ul style="list-style-type: none"> <li>• Screenshot of ClassDojo (Teachers) for Families)</li> <li>• Principals link documents to rolling staff agenda (staff)</li> <li>• Add the Program Improvement Plan (PIP) and Program Evaluation Flyer to the school's website</li> </ul>			
<b>2.1.1(a) Outdoor Learning Environment</b>	Get work orders placed on the <a href="#">Accreditation Work Orders</a> spreadsheet to address any issues	<b>building supervisor Teacher</b>	<b>Facilities</b>	<b>January 2024</b>
<b>2.1.1(b) Outdoor Environment: Organization of Space</b>	gardening/ digging tools books for reading outside magnifying glasses binoculars (if available) insect catchers (if available)	<b>Materials</b>	Steff Scheibach Sandra Lemus Morales	<b>January 2024</b>
<b>2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities (N)</b>	Purchase outdoor box/portable container for play for both classrooms. Add drawing (paper, crayons, markers) and painting (watercolors, brushes) materials for outside, and musical instruments. Add materials for building to the portable wagon/container. Add sidewalk chalk & prop boxes for clothes and costumes, puppets to promote dramatic play.	<b>Materials</b>	<b>ELO</b> Steff Scheibach Sandra Lemus Morales0	<b>March 2024</b>
<b>2.1.2(a) Indoor Environment: Safety (P)</b>	Please remove any clutter. Store teacher materials  Both classrooms meet standards for safety, toxicity, construction, and cleanliness	<b>PGCPS</b>	Steff Scheibach Sandra Lemus Morales	<b>December 2023</b>
<b>2.1.2 (c) Indoor Environment: Intentional Learning Opportunities (P)</b>	Displays are at children's eye level, are hung neatly, and reflect current learning goals o Walls, windows and bulletin boards have intentional displays and are not cluttered o Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible  Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students & reflect current learning goals.	ECH Website Materials	Steff Scheibach Sandra Lemus Morales <b>ELO</b>	<b>Jan-Feb 2024</b>
<b>2.1.3 (a) Fostering Appreciation Support Diversity:</b>	Have students bring cultural artifacts.  Send home parent survey to gain insights into individual cultural differences. Have students complete ALL About Me posters, and keep those posters up for the remainder of the year to showcase students' diversity	<b>Cultural Artifacts</b>	Steff Scheibach Sandra Lemus Morales	<b>January-Feb 2024</b>

<b>Learning Environment (P)</b>	Please continue to add multi-cultural books, puzzles, and cultural artifacts that are reflective of the children's community and culture. Having children bring in cultural artifacts is an excellent idea.			
<b>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching (P)</b>	Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction.  Post images of diverse people/groups -	CSEFEL Early Childhood Website	Steff Scheibach <b>ELO</b>	<b>Feb 2024</b>
<b>2.1.4 Technology (P)</b>	Locate two other touch screen computers in the building. Reach out to IT to upload Hatch software so that students can interact with the program	<b>Materials Hatch Software</b>	Ronae Smith Kim Brown Steff Scheibach Sandra Lemus Morales <b>IT T3/Help Desk</b>	<b>January 2024</b>
<b>2.3.3 Executive Function (P)</b>	Use problem solving cards; discussion in social situations. Post visual cues in each center and use social-emotional problem solving suitcase from C4L.  Use Conscious Discipline Strategies, and C4L lessons with Tucker Turtle.  Include opportunities to engage in play throughout components of the day within lesson plans.	<b>CSEFEL PEIP Website Lesson Plans</b>	Steff Scheibach	<b>January 2024</b>
<b>2.3.4 (a) Language Arts: Listening &amp; Speaking (P)</b>	Utilize speaking and listening tool kit. Provide daily opportunities for collaborative learning (think pair share, turn & talk, peer interview, book talk, etc.) Evident in lesson plans. -listening center While many listening and speaking strategies were observed, please ensure that daily opportunities for collaborative learning are evident in lesson plans.	PGCPS Reading Toolkit ECH Website	Steff Scheibach Sandra Lemus Morales	<b>January-March 2024</b>
<b>2.3.4 (b) Language Arts: Reading (P)</b>	If not still available, order informational periodicals, recipe cards. Provide a variety of text, bring in magazines, recipe books, pamphlets, menus, etc. Order additional non-fiction text. Add environmental print in both classrooms.	Scholastic Magazine Informational Text Pedagogy Guide	Steff Scheibach Sandra Lemus Morales <b>ELO</b>	<b>Jan-March 2024</b>

	Add to the richness & complexity of your text by adding a variety of genres and forms of print text. Work to incorporate pamphlets, cook books, magazines, newspapers, trade books, & flash cards.			
<b>2.3.4(c) Language Arts: Writing (P)</b>	<p>Ensure a variety of materials are available in the writing center. Make the ABC wall accessible for students so they can use it when at the writing center to write names, words, etc.</p> <p>Makes sure dictations are present on posted art work in both classrooms</p> <p>Variety of writing materials available in all learning centers</p> <p><b>Child generated books are displayed and available to children-</b> Create classroom books, and provide opportunities for students to create their own books and place them in the library. Make sure to date the books.</p>	<b>ECH website materials (order velcro for abc wall)</b>	Steff Scheibach Sandra Lemus Morales <b>ELO</b>	<b>Jan- March 2024</b>
<b>2.3.5 Mathematics (P)</b>	Provide and <b>post</b> opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc.	<b>Pedagogy Guide</b>	Steff Scheibach Sandra Lemus Morales	<b>Jan- Feb 2024</b>
<b>2.3.6 Science (P)</b>	<p>Explore more outside.</p> <p>Provide more authentic materials in the science center for exploration.</p> <p>Integrate STEM in all centers.</p> <p>Provide more authentic materials, open ended questions, manipulatives, and activities to the science centers. Also, consider word rings with content specific academic vocabulary. Be sure to add books and writing materials. (Will share pictures from another site as an exemplar</p>	Materials  Pedagogy Guide	Steff Scheibach Sandra Lemus Morales	<b>Jan-Feb 2024</b>
<b>2.3.7 Social Studies (P)</b>	Create a map of our classroom with students and connect each child to their continent of origin.	Materials	Steff Scheibach Sandra Lemus Morales	<b>January - Marsh 2024</b>
<b>2.3.8 Fine Arts (P)</b>	<p>Create an "Author's Chair" for students' work.</p> <p>Have different genres of music playing as the students play at centers.</p> <p>Consider incorporating various genres of music into the children's daily routine.</p>	CIRCLE CIM C4L	Steff Scheibach Sandra Lemus Morales	<b>January- March 2024</b>
<b>2.3.9 Physical and Health Education (P)</b>	<p>Post visual cues of routines and procedures in centers/classroom. Remake/Post hand washing cues.</p> <p>Provide fine motor activities daily (create center).</p> <p>Add Gross Motor hopscotch carpet</p>	CSEFEL PEIP Website Materials	Steff Scheibach <b>ELO</b>	<b>February 2024</b>
<b>2.4.2 Independent Learning Exploration</b>	<p>Provide authentic visuals and materials in all centers; available daily. Make sure C4L project-based themes are reflected in centers.</p> <p>Teacher and Para join children in centers, scaffolding learning goals.</p>	CIRCLE ELO Website	Steff Scheibach Sandra Lemus Morales	<b>December- January 2024</b>

(P)				
<p><b>3.1.2 Supporting Child Development (P)</b></p>	<p>Continue to collect all agendas and sign-ins from trainings/activities that involve parents:</p> <p>i.e. Side-By-Side, Transition to Kindergarten Night, and any School-wide Literacy, Science, Math Family Nights conducted by the school that impacts pre-k</p> <p>Collect all flyers, invitations, agendas and sign-ins from trainings.</p> <p>Please upload any school readiness materials that are shared with families, with a comment to explain.</p>	<p>Raising A Reader Transition to Kindergarten Family Nights</p>	<p>Ronae Smith Kim Brown Steff Scheibach Sandra Lemus Morales</p>	<p><b>November 2023- May 2024</b></p>
<p><b>3.1.3 Communication of Assessment Information (P)</b></p>	<p>From October 9 Conferences, upload your P/T sign in sheet</p> <p>3 samples of conference forms <b>signed by parents</b> showing strategies shared with parents (Strategies to support development on the form must be completed)</p> <p>3 report card samples (when completed in January)</p> <p>upload 2nd conference sign in sheet (in February 20),</p> <p>upload 3 <b>signed by parents</b> samples P/T conference forms for 2nd conference in February.</p>	<p>ELA P/T conference form</p>	<p>Steff Scheibach Sandra Lemus Morales</p>	<p><b>October 2023 - March 2024</b></p>
<p><b>3.1.5 Community Engagement and Involvement (P)</b></p>	<p>Collect monthly school newsletters/communication providing information on community resources.</p> <p>Upload evidence that reflects partnerships between the school/prek and community programs and businesses (library, career day, food banks, churches, etc.), collect evidence (pictures, sign in sheets, emails, etc)</p> <p>Whatever form of communication is used to notify parents, (i.e. newsletters/google classroom/classdojo announcements, etc.) Upload at least two announcements that contain information regarding community resources. n</p>	<p>PGCPS PGCMLS Parks &amp; Rec Churches Food Banks</p>	<p>Ronae Smith Curtis Hamilton Luz Berna</p>	<p><b>January -April 2024</b></p>
<p><b>3.1.6 Evaluation (N)</b></p>	<p>Collect parent surveys on program evaluation.</p> <p>Share Parent Survey results with:</p> <p>leadership team, SIT prek families,</p> <p>link to school's website for all community stakeholders</p>	<p>rolling agendas screenshots of school website emails</p>	<p>ELO Ronae Smith Kim Brown Steff Scheibach Sandra Lemus Morales</p>	<p><b>May 2024</b></p>



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October 2022