



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS PRE-K EXPANSION GRANT MARYLAND ACCREDITATION

PROGRAM IMPROVEMENT PLAN



Program/Provider/School Name: Dodge Park ES		License/Registration #: 16-1310	Date Created: 2/8/2023
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	PUBLIC SCHOOL <input checked="" type="checkbox"/> Pre-Kindergarten	

Standards/ Indicators	Self –Appraisal Rating	Improvement Strategies	Resources	Person Responsible	Timeline
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CLASS: Language Modeling (2.75)	<p>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</p>	C4L Curriculum CLASS Dimensions Guide	Teacher Para	January - June 2023
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	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)			
CLASS (Instructional Support): Quality of Feedback (2.75)	<p>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!"</p> <p>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</p>	C4L Curriculum CLASS Dimensions Guide	Teacher Para	January - June 2023

	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.			
CLASS: Concept Development (1.75)	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 about the how and why of learning rather than simply encouraging memorization of isolated facts.	C4L Curriculum CLASS Dimensions Guide	Teacher Para	January - June 2023
School Readiness	28% of Kindergarten students were demonstrating readiness during the 2021-2022 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 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	EC Website ELA KRA SKBs K Ready Website	Teacher Para	January - June 2023

	<p>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.</p>			
<p>1.2.2 Staff Evaluation and Ongoing Supervision The administrator/supervisor or conducts staff evaluations annually and ongoing as needed. Results are used to develop Individual Staff Development Plans. Partially Met</p>	<ul style="list-style-type: none"> • The principal and assistant principal will conduct informal and formal observations for teachers in accordance with the PGCPs Evaluation timeline and guidance document. • The Leadership team will conduct learning walks and provide feedback to the PreK teachers. • CLASS observers will conduct an overall program evaluation of both teachers and the overall PreK Program. 	eDoctrina, PGCPs Evaluation Manual, CLASS observer's report	Teacher Administration CLASS Observer	October - April
<p>1.2.3 Qualification: Public School – Classroom Educator must have at least a Bachelor's degree in Early Childhood Education/Child Development or related field and meet Maryland State Certification requirements for early childhood</p>	<ul style="list-style-type: none"> • At this time due to the multitude of certificate renewals for PGCPs, Ms. Taylor's MD Teacher Certificate is in the process of being renewed. Once this process has been completed and she is issued a new certificate it will be uploaded. 	Ms. Taylor		January - April

education.				
Partially Met				
<p>1.2.4 Qualification: Assistant Teacher Public School – Assistant Teacher and/or Paraprofessional working with the Classroom Teacher must have a high school diploma and meet Maryland ParaPro requirements.</p> <p>Not Met</p>	<ul style="list-style-type: none"> The current paraprofessionals will submit their documents in accordance with the posted job description as evidence of their qualifications. 	Para Pro College transcripts HS Diploma	Paraprofession al	Jan - Mar
<p>1.3.1 Transition and Continuity of Services within the program Program staff</p>	<ul style="list-style-type: none"> Create a transition plan, including meetings and events between PreK and K. Collect evidence of communication with families regarding transition within the program. Example Meet with PreK team to Look at sample transition plans and plan for DPES transition of their students from PreK - K 	Transition Samples DPES Transition Plan Rising Stars Registration Information	Teacher Administration	Mar -May

<p>develops transition plans for children moving to a new group/classroom within the program that communicate children's individual strengths and needs.</p> <p>Partially Met</p>	<ul style="list-style-type: none"> ● Include K Team in transition plan meetings ● Inform parents of the transition plan that will be used in preparation for their scholars to move to kindergarten for the '23-'24 school year ● Rising stars will occur again this summer for students who are in PreK to prepare them for kindergarten. The program will be open for and offered to all PreK Students. 			
<p>1.3.2 Transition and Continuity of Services between Licensed Child Care/Head Start and Local Public School</p> <p>Licensed Child Care/Head Start and Local Public School staff collaboratively develop transition plans for children moving to a new program that communicate children's individual strengths and needs.</p> <p>Partially Met</p>	<ul style="list-style-type: none"> ● Share information to Daycare providers about PreK requirements and registration/Early registration ● Include Overland garden daycare or community ● Host a PK orientation information session for the community inclusive of local daycares ● Place information on the schools website so that it is readily available for community and parent use ● Meet and Chat with parents of current students about the process for registering a child for PreK. 	<p>Mrjc . Paige Admin Team Teachers</p>		<p>Mar -May</p>

<p>1.4.1 Reporting The results of the Annual Program Evaluation and Accreditation Self-Appraisal are reported to the governing body of the early childhood program, i.e. Board of Directors, Parent Advisory Board, Board of Education or School Improvement Team.</p> <p>Partially Met</p>	<ul style="list-style-type: none"> ● CLASS Teacher Observation ● CLASS Program Observation ● Create and Share Self Appraisal results with staff, parents, governing body ● Documentation from SIT meetings such as Agendas, etc. ● Ms. Black will share with us the letter to be sent out to parents regarding strengths and areas of growth of the program as noted by the CLASS Observation by the end of February 	<p>Google Document CLASS Observation Report SIT Agenda</p>	<p>CLASS Observer ECO Teacher</p>	<p>Feb</p>
<p>2.1.1(b) Outdoor Environment: Organization of Space The outdoor space has designated areas and equipment to support various types of play and learning.</p> <p>Partially Met</p>	<ul style="list-style-type: none"> ● DPES will get supplies from the Early Childhood Office. (Wagon, Outdoor tools for digging/exploring) ● Admin will purchase storage bins ● The teachers will roll out sand table and water table so that the students are able to utilize them outdoors as well. 	<p>Outdoor Equipment Sand Table Water Table Storage Bins</p>	<p>Admin Team</p>	<p>Feb - Apr</p>

<p>2.1.3(a) Fostering Appreciation and Support for Diversity: Learning Environment</p> <p>The learning environment promotes an awareness and appreciation of diversity in all its forms such that children see themselves as full participating members in the global community.</p> <p>Partially Met</p>	<ul style="list-style-type: none"> ● Family/ cultural background of children to be displayed on the wall ● Multicultural posters displayed. ● Multicultural literature available to students in various centers 	<p>Diversity posters</p> <p>Literature</p>	<p>Teacher</p>	<p>Feb -Apr</p>
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Teacher Name: Monalisa Mendoza

Teacher Name: Barbara Taylor

Date: February 8, 2023

Paraprofessional Name: Jasmin Brown

Imani Gilbert

Resource Teacher/ Specialist Name: Alicia K. Black

OFFICE USE ONLY

This will be completed by Resource Teacher; ECC Supervisor and PGCPs Maryland Accreditation Coordinator

- Copy was provided to Teacher on February 8, 2023
- Copy was provided to Principal on February 8, 2023
- Submission of Program Improvement plan to ECC Office and Discussed with ECC Supervisor on February 13, 2023
- Submission to Maryland Accreditation Coordinator on _____
- Email Confirmation to Teacher/ Principal sent on _____