

Maryland Accreditation Program Improvement Plan



Program/Provider/School Name: Langley Park Elementary School		License/Registration #: 16-1719	Date Created: November 15, 2023
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input checked="" 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
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 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.	ECH website ELA KRA SKBs	Teacher Para	January-March 2024

<p>Language Modeling</p>	<p style="text-align: center;">Self and Parallel Talk</p> <ul style="list-style-type: none"> Practice mapping out your own actions (self-talk) and the students' actions (parallel talk) through language and description. As You are moving through an activity, talk about the steps that you are taking to complete the task or activity. As you are working with students throughout the day, in centers whole group activities or other settings, verbally map out the actions that they are taking to complete a task. Review language modeling videos on the Teachstone website. <p style="text-align: center;">Using Advanced Language</p> <ul style="list-style-type: none"> Use specific language vocabulary and a mix of short and long sentences to expose children to more language. Ex. Let's put on our boots and zip up our coats. It is absolutely freezing outside, and it looks like we might have some kind of precipitation like snow or rain later." Use the C4L lesson guidance to support language development and vocabulary through discussion strategies in whole- group, small-group and learning center activities. Use the C4L lesson vocabulary 	<p>C4L curriculum CLASS dimensions guide Teachstone Website Registered in the Class Instructional Support Training (teacher) Jan. 11&12 Language Modeling and Conversation: Novel Words Webinar (ECLKC)</p>	<p>Teacher Para</p>	<p>Ongoing</p>
<p>1.1.2 Program Evaluation</p>	<p>Complete process for program evaluation, conduct annual program evaluation, and create goals for on-going improvement</p>	<p>CLASS Outside Contractor</p>	<p>ELO</p>	<p><i>March- April 2024</i></p>
<p>1.2.1 Communication</p>	<p>Submit staff meetings with rolling agenda minutes. Build DAP and program planning in monthly staff agendas to be shared with all staff. (info on themes, data, SKBs can be linked in agenda, Please highlight the information</p> <ul style="list-style-type: none"> Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation 	<p>Pedagogy Guide Accreditation Information</p>	<p>Principal Teacher</p>	<p><i>January-April 2024</i></p>
<p>1.2.2 Staff Evaluation and Ongoing Supervision</p>	<p>-Email to Nicole staff evaluations (both teachers and paras) informal on Ms. Legaspi -Individual Staff development plans for teacher and paras</p>	<p>Accreditation Information FFT Evaluations</p>	<p>Principals Teachers Paraprofessionals</p>	<p><i>January-March 2024</i></p>

Maryland Accreditation Program Improvement Plan



INDICATOR & Rating / IMPROVEMENT CATEGORY	IMPROVEMENT STRATEGIES /GOALS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIMELINE AND COMPLETION DATE
<p>1.3.1 Transition and Continuity of Service <i>within</i> program</p>	<p>Create a transition plan, including meetings and events between PreK and K.</p> <p>Please upload agendas and minutes of transition meetings and provide more evidence of communication with families regarding transition with the program.</p> <ul style="list-style-type: none"> Kindergarten Transition Night powerpoint for Families 	<p>Pedagogy Guide Transition Materials</p>	<p>Teachers Administrators</p>	<p>January-April 2024</p>
<p>1.3.2 Transition and Continuity of Service <i>between</i> Childcare</p>	<p>Create a transition plan, including meetings and activities between PreK and local childcare/Head Start. Collect evidence of activities (sign in sheets, emails, etc.)</p> <p>Upload the following:</p> <ul style="list-style-type: none"> Written transition plan and activities Evidence of transition activities between Local Public School and Licensed Child Care/Head Start outreach to local daycares re: prek enrollment, send registration flyer 	<p>Pedagogy Guide Transition Materials MFN</p>	<p>Principal Teacher ELO</p>	<p>January - April 2024</p>
<p>1.3.3 Schedules & Routines</p>	<p>Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplar provided Please revisions</p>	<p>CIM</p>	<p>Teacher</p>	<p>Feb 2024</p>

<p>1.3.4 Intentional Planning</p>	<p>Lesson plan reflects implementation of the C4L project based curriculum and includes speech/IEP goals (identify students by initials), ML modifications taken directly from C4L, turn and talk or think pair share opportunities throughout, open ended 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>CIM Lesson Plan</p>	<p>Teacher Para</p>	<p>January-March 2024</p>
<p>1.3.5 Multiple Assessment Methods</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"> ● Evidence of ongoing observations used to inform planning Evidence of informal assessment using portfolios, checklists, anecdotal notes, work samples, etc. ● Written plans reflecting differentiation of instruction based on assessment ● ELA classroom report (provide the assessment used to inform differentiated small groups from lesson plan 	<p>Lesson Plan CIM CIRCLE Manual DIDM KReady ELA Platform</p>	<p>Teacher Para</p>	<p>January-March 2024</p>
<p>1.3.6 Assessment Strategies</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"> ● Evidence of completed assessment tools <ul style="list-style-type: none"> ● Samples of data collected ● Evidence of differentiation, e.g. grouping based on assessment data ● Strengths and interests of children are reflected in instructional strategies, e.g. think-pair share, cooperative learning, problem solving, etc 	<p>CIRCLE ELA</p>	<p>Teacher</p>	<p>January-March 20234</p>
<p>1.4.1 Reporting</p>	<p>Upon completion, schedule meetings to share program evaluation with school staff and PTA. Staff meeting agenda/leadership team meetings include accreditation topics.</p>	<p>Agendas Sign-In Sheets</p>	<p>Principal Teacher</p>	<p>February-April 2024</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"> • Screenshot of ClassDojo (Teachers) for Families • Principals link documents to rolling staff agenda (staff) • Add the Program Improvement Plan (PIP) and Program Evaluation Flyer to the school's website(Nicole will let you know when this needs to be done.) 			
2.1.1(a) Outdoor Learning Environment	<p>Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues</p> <p>playground needs repairs on wood beams, mulch, weeds pulled, tree will used for shade, mats will be used for sitting</p>	building supervisor Teacher	Facilities	January 2024
2.1.1(b) Outdoor Environment: Organization of Space	<p>gardening/ digging tools books for reading outside bins will be used for sand and stored in wagon *need wagon</p>	Teachers Paras	PGCPS	January 2024
2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities	<p>Purchase outdoor box/portable container for play for both classrooms. Add drawing and painting materials for outside, and musical instruments. Add materials for building to the portable wagon/container. Add sidewalk chalk & prop boxes for clothes and costumes to promote dramatic play. need wagon (ECO will order) books for shaded quiet area under tree</p>	Materials	ELO	March 2024
2.1.2(a) Indoor Environment: Safety	<p>Please remove any clutter from both rooms. Store teacher materials</p> <p>bathroom door knob and door needs repair in room 20, closet door knob needs fixing sink need repair in room 21 floors need moping daily because children at in classroom</p>	PGCPS	Teachers Paras	December 2023
2.1.2 (b) Indoor Environment: Organization of Space	<p>Spruce up "Safe Place" area for students. Calming areas in both classrooms are designated as a "Safe Place." add books to each center add social emotional supports to safe place</p>	ECH Website	Teachers Paras	December 2023

<p>2.1.2 (c) Indoor Environment: Intentional Learning Opportunities</p>	<p>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</p> <p style="text-align: center;">Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students & reflect current learning goals. complete lanelin gin eac center so that the shelf and bin are labeled, use the pack of visual supports given</p> <p>https://sites.google.com/pgcps.org/early-childhood-resource-site/classroom-environment-resources/centers?authuser=1 https://docs.google.com/document/d/1Tt8wYBOLRMGzUh04CyeXvS1ztLMEextwWuHIVbBazW0/edit</p>	<p>ECH Website Materials</p>	<p>Teachers, Paras, ELO</p>	<p>Jan-Feb 2024</p>
<p>2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment</p>	<p style="text-align: center;">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</p> <p>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.</p> <p style="text-align: center;">hang pictures of student pictures in the centers</p>	<p>Cultural Artifacts</p>	<p>Teachers, Paras</p>	<p>January-Feb 2024</p>
<p>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching</p>	<p>Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction.</p> <p style="text-align: center;">Post images of diverse people/groups - solutions suitcase visuals in centers, make class books</p>	<p>CSEFEL Early Childhood Website</p>	<p>Teacher ELO</p>	<p>Feb 2024</p>
<p>2.1.4 Technology</p>	<p style="text-align: center;">use the smartboard for interactive writing connect desktops</p>	<p>Materials Hatch Software</p>	<p>Principal Teachers Para IT T3/Help Desk</p>	<p>January 2024</p>
<p>2.3.1 Curriculum Content</p>	<p style="text-align: center;">Attend C4L & CLASS PDs and collaborative planning. Incorporate math, reading, science and other academic areas in all centers. Include authentic writing materials in all centers.</p> <p style="text-align: center;">writing caddies in every center integrating the theme throughout centers</p>	<p>Schedule Lesson Plan</p>	<p>Principal Teacher</p>	<p>January 2024</p>

	using learning centers ideas in the C4L curriculum			
2.3.2 Social Foundations	materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories Conscious Disciplines, etc.). stop and Go visual support, solution suitcase, I Can Use My Words book (middleton)	CSEFEL Print and use CSEFEL and Conscious Discipline materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.).	Teacher ELO	January 2024
2.3.3 Executive Function	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.	CSEFEL PEIP Website Lesson Plans	Teacher	January 2024
2.3.4 (a) Language Arts: Listening & Speaking	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. While many listening and speaking strategies were observed in both classrooms, please ensure that daily opportunities for collaborative learning are evident in lesson plans. More intentional Vocabulary instruction, retelling, graphing organizer retelling, scaffolding tier 3 words visual supports, acting out nursery rhymes (finish professional development course)	PGCPS Reading Toolkit ECH Website	Teachers Para	January-March 2024
2.3.4 (b) Language Arts: Reading	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	Teachers Paras ELO	Jan-March 2024

	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.			
2.3.4(c) Language Arts: Writing	<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>Child generated books are displayed and available to children- 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> <p>charts from unit lessons, journals, class books, dictation, writing opportunities, labeling</p>	ECH website materials (order velcro for abc wall)	Teachers Paras ELO	Jan- March 2024
2.3.5 Mathematics	Provide and post opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc. math vocabulary on ABC, integration math in other centers	Pedagogy Guide	Teachers Paras	Jan- Feb 2024
2.3.6 Science	<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> <p>science vocabulary, integrated in all the centers using theme and student interest</p>	<p>Materials</p> <p>Pedagogy Guide</p>	Teachers Paras	Jan-Feb 2024
2.3.7 Social Studies	<p>Create a map of our classroom with students.</p> <p>Consider creating world maps in both classrooms similar to the one previously in Ms. James' room that connects each child to their continent of origin. (will show pictures) world language music, castle,, Tower of Watts,</p>	Materials	Teachers Paras	January - Marsh 2024
2.3.8 Fine Arts	<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> <p>Putting pictures up of real art, reporting the art, dance to music, add to wagon ribbons for dance</p>	<p>CIRCLE</p> <p>CIM</p> <p>C4L</p>	Teachers Paras	January- March 2024

2.3.9 Physical and Health Education	Post visual cues of routines and procedures in centers/classrooms. Remake/Post hand washing cues. Provide fine motor activities daily (create center).	CSEFEL PEIP Website Materials	Teachers ELO	February 2024
2.4.1/2.4.2 Learning through Play/Independent Learning Exploration	Provide authentic visuals and materials in all centers; available daily. Make sure C4L project-based themes are reflected in centers. Teacher and Para join children in centers, scaffolding learning goals.	CIRCLE ELO Website	Teachers Paras	December- January 2024
2.4.3 Authentic Learning	Include opportunities for children to share prior experiences and interests daily. Make sure children's interests are reflected in the lesson plan (think-pair-share, choice, etc.) dramatic play (Change the kitchen based on themes/ child-interest)	Lesson Plan Child Interests Surveys	Teachers Paras	December - Jan 2024
2.4.4 Instructional Strategies	Post center questions Questioning and conversations included in daily lessons and interactions. Identifying Science investigation focus for the week for centers MLL strategies- 7 ESOL strategies	Center Question Cards	Teachers Paras	December 2023
2.4.5 (a) and 2.4.5 Management Strategies: Transitions Behaviors	Create cognitive transition cards to post in existing visual schedule Use positive behavior supports throughout the daily interactions. Locate cheer cards and incorporate them in daily use. Post and utilize CSEFEL strategy cards, stop and go activities, visual cues, etc. in centers. What are you putting in place ??	All Day Long CD CSEFEL Conscious Discipline	Teachers Paras	January 2024
3.1.1 Communication with Families	Parent Newsletters (monthly/weekly) Plan and implement Pre-k family nights. (, Kindergarten Transition) Connect for Learning Family Unit Newsletters Unit projects to communicate with families. Parent and family handbook (upload student rights and responsibilities book) Letter for Registration and Enrollment for Pre-K parents	C4L Family Unit Newsletters RAR	Principal Registrar Teachers Paras	January- April 2024
3.1.2 Supporting Child Development	Continue to collect all agendas and sign-ins from trainings/activities that involve parents: i.e. Upload Raising a Reader parent trainings, Transition to Kindergarten Night, and any School-wide Literacy, Science, Math Family Nights conducted by the school that impacts pre-k	Raising A Reader Transition to Kindergarten Family Nights	Principal Teachers Paras ILTs Family Engagement	November 2023- May 2024

	<p>ELD, Clean up Green Up, and other throughout the year Raise a Reader</p> <p>Collect all flyers, invitations, agendas and sign-ins from training.</p> <p>Please upload any school readiness materials that are shared with families, with a comment to explain.</p>		Community Coordinator	
3.1.3 Communication of Assessment Information	<p>From October 10 Conferences, upload your P/T sign in sheet 3 samples of conference forms signed by parents showing strategies shared with parents (Strategies to support development on the form must be completed) 3 report card samples (when completed in January) upload 2nd conference sign in sheet (in February), upload 3 signed by parents samples P/T conference forms for 2nd conference in February.</p>	ELA P/T conference form	Teachers Paras	October 2023 - March 2024
3.1.4 Family Engagement and Involvement	<p>Collect evidence of all school family engagement activities that include PreK: Agendas/sign-in sheets & flyers for training/workshops provided for families (Raising a Reader, School-wide "Content" specific Family Nights, Transition to Kindergarten Night) etc. and Leadership team members need student rights and responsibilities book(Nicole)</p>	Agendas Flyers Parent Sign-in Sheets	Principal Teachers Paras	December 2023- April 2024
3.1.5 Community Engagement and Involvement	<p>Collect monthly school newsletters/communication providing information on community resources. Flyers for community events (such as Nandos, Thanksgiving Boxes, **Library: must have documentation for work with library) 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) 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>	PGCPS PGCMLS Parks & Rec Churches Food Banks	Principal Parent Liaison	January -April 2024
3.1.6 Evaluation	<p>Collect parent surveys on program evaluation. Share Parent Survey results with: leadership team, prek families, link to school's website for all community stakeholders</p>	rolling agendas screenshots of school website emails	ELO Principal Teachers Paras	May 2024

