

# Maryland Accreditation Program Improvement Plan



<b>Program/Provider/School Name:</b> Flintstone ES Brandi Stinson (principal), Dawn Green (teacher), Ethel Neal (para) Whitney Tarver (ECH resource teacher)		<b>License/Registration #:</b>	<b>Date Created:</b> 12/9/21
<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> <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
<b>CLASS</b> <b>(Instructional Support):</b> <b>Quality of Feedback</b> <b>(2.25)</b>	<p style="text-align: center;">Quality of Feedback:</p> 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 response is correct or incorrect. Expand on an initial student behavior or	curriculum CLASS dimensions guide	<b>Teacher</b> <b>Para</b>	<b>January-March</b> <b>2022</b>

	<p>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><b>CLASS: Concept Development (1.5)</b></p>	<p>Concept Development: 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 starton?” or “Tell me how you are going to work together on this. What job will each of your friends have?” 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.</p>	<p>curriculum CLASS dimensions guide</p>	<p><b>Teacher Para</b></p>	<p><b>January-March 2022</b></p>

<p><b>CLASS:</b> <b>Language Modeling</b> <b>(1.75)</b></p>	<p><b>Language Modeling:</b> Ask open-ended questions, versus closed-ended questions that allow children to elaborate on responses. The idea is to allow children the opportunity to put together language to communicate complex ideas. 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. Ex) "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 putting a dress on the doll baby and making her look all pretty dressed up." "You are walking nice and quietly in the hallway with your hands down by your side." (Parallel talk)</p>	<p>C4L curriculum CLASS dimensions guide</p>	<p><b>Teacher Para</b></p>	<p><b>January-March 2022</b></p>
<p><b>School Readiness</b></p>	<p>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 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.</p>	<p>ECH website ELA KRA SKBs</p>	<p><b>Teacher Para</b></p>	<p><b>January-March 2022</b></p>
<p><b>1.1.2 Program Evaluation (N)</b></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- April2022</i></p>

<b>1.2.1 Communication (N)</b>	<p>Submit staff meetings with rolling agenda minutes. Build DAP and program planning in monthly staff agendas to be shared with all staff.</p> <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 <b>Due Dec 16</b></li> </ul>	Pedagogy Guide Accreditation Information	<b>Principal</b> Teacher	<i>January-April 2022</i>
<b>1.2.2 Staff Evaluation and Ongoing Supervision (P)</b>	<p>-Upload staff evaluations (both teachers and paras) -Individual Staff development plans for teacher and paras PDP plan template is in Google Classroom</p>	Accreditation Information FFT Evaluations	<b>Principal</b> Teacher Paraprofessional	<i>January-March 2022</i>
<b>1.2.5 Professional Support (P)</b>	Please upload evidence of other professional development opportunities outside of online training:i.e Safeschools trainings, Early Childhood PDs, etc.	screenshots of enrolled PDs, certificates earned	teacher	<i>Jan-April 2022</i>

# Maryland Accreditation Program Improvement Plan



<b>INDICATOR &amp; Rating / IMPROVEMENT CATEGORY</b>	<b>IMPROVEMENT STRATEGIES /GOALS</b>	<b>RESOURCES NEEDED</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE AND COMPLETION DATE</b>
<b>1.3.1 Transition and Continuity of Service <i>within</i> program</b>	<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>	Pedagogy Guide Transition Materials	<b>Teacher Administrator</b>	<b>January-April 2022</b>

<b>(N)</b>				
<b>1.3.2 Transition and Continuity of Service <i>between</i> Childcare (N)</b>	<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"> <li>• Written transition plan and activities</li> <li>• Evidence of transition activities between Local Public School and Licensed Child Care/Head Start</li> </ul>	Pedagogy Guide Transition Materials MFN	Principal Teacher ELO	January - April 2022
<b>1.3.4 Intentional Planning (P)</b>	<p>Lesson plans reflect implementation of the components of the C4L curriculum and include IEP goals.</p> <p>Lesson plans reflect students' culture and interests, and provide opportunities for questioning and problem solving, learning through play, and child choices.</p>	CIM Lesson Plan	<b>Teacher Para</b>	<b>January-March 2022</b>
<b>1.3.5 Multiple Assessment Methods (P)</b>	<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>Create a book for anecdotal notes to provide observation notes, begin portfolio of student work</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>• (3 sample students with multiple informal assessments gathered)</li> <li>• Written plans reflecting differentiation of instruction based on assessment</li> </ul>	Lesson Plan CIM CIRCLE Manual DIDM KReady ELA Platform	<b>Teacher Para</b>	<b>January-March 2022</b>
<b>1.3.6 Assessment Strategies (P)</b>	<p>Continue to maintain student portfolios.</p> <p>Assessment results reflected in individualized lesson/small group.</p> <p>Use of informal assessments (i.e. anecdotal notes, checklists, etc.)</p> <p>Please upload the following evidence:</p>	CIRCLE ELA	<b>Teacher</b>	<b>January-March 2022</b>

	<ul style="list-style-type: none"> <li>Evidence of completed assessment tools <ul style="list-style-type: none"> <li>Samples of data collected (i.e. ELA, checklists, anecdotal notes, work samples, etc.)</li> </ul> </li> <li>Evidence of differentiation, e.g. grouping based on assessment data <i>identified in the lesson plan</i></li> <li>Strengths and interests of children are reflected in instructional strategies, e.g. think-pair share, cooperative learning, problem solving, etc <i>identified in the lesson plan</i></li> </ul>			
1.4.1 Reporting (N)	<p>Upon completion, schedule meetings to share program evaluation with school staff and PTA.</p> <p>Staff meeting agenda &amp; leadership team rolling agenda should include prek accreditation topic.</p> <p>Please provide evidence that program evaluation and accreditation self-appraisal results were shared with staff, parents, and governing body. Due November 18</p>	Agendas Sign-In Sheets	Principal Teacher	February-April 2022
2.1.1(a) Outdoor Environment: Safety (P)	Need a storage facility/shed outside for equipment	shed	ECH	January-March
2.1.1(c)_ Outdoor Environment: Intentional Learning Opportunities (P)	dramatic play costumes Instruments to create sounds	materials for easel	Teacher Para	January
2.1.2(c) Indoor Environment: Intentional Learning Opportunities (P)	<p>Tubs, trays, bins, baskets, shelves, boxes, and other items labeled in color</p> <p>(Teacher needs access to colored copier so labels are not in black and white)</p> <p>Displays are at children's eye level</p> <p>Provide ipad for teacher to take pictures of engaging lessons/activities during centers so they can be posted</p>	color labels	Teacher Principal	January-February
2.1.3 (a) Fostering Appreciation Support Diversity:	<p>Have students bring cultural artifacts.</p> <p>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>	Cultural Artifacts	Teacher, Para	January-Feb 2022

<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>2.3.4 (b) Language Arts: Reading (P)</b>	<p>If not still available, order informational periodicals, recipe cards. Provide a variety of text bring in magazines, recipe books, pamphlets, menus, etc.</p> <p>Order additional non-fiction text. Add environmental print in both classrooms.  <b>order Time for Kids, social studies</b></p> <p>Add to the richness &amp; 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, &amp; flash cards.</p>	Scholastic Magazine Informational Text Pedagogy Guide	<b>Teacher Para ELO</b>	<b>Jan-March 2022</b>
<b>2.3.4(c) Language Arts: Writing (P)</b>	<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</b>	<b>Teacher Para ELO</b>	<b>Jan- March 2022</b>
<b>2.3.5 Mathematics (P)</b>	<b>Provide and post opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc.</b>	<b>Pedagogy Guide</b>	<b>Teacher Para</b>	<b>Jan- Feb 2022</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	<b>Teacher Para</b>	<b>Jan-Feb 2022</b>
<b>2.3.7 Social Studies (P)</b>	<p>Create a map of our classroom with students.</p> <p>Add a variety of print material to classroom library, (i.e. magazines, newspapers, pamphlets, etc.)</p> <p>Play various genres &amp; cultures of music during centers</p> <p>Post community helper posters</p>	Materials	<b>Teacher Para</b>	<b>January- Marsh 2022</b>

<p><b>2.3.8 Fine Arts (P)</b></p>	<p>Create an "Author's Chair" for students' work. Have different genres of music playing as the students play at centers. Consider incorporating various genres of music into the children's daily routine. Select an artist's work, and allow students to create their own interpretation of it.</p>	<p>CIRCLE CIM C4L</p>	<p><b>Teacher Para</b></p>	<p><b>January- March 2022</b></p>
<p><b>2.4.5 (a)/2.4.5 (b) Management Strategies: Transitions (P)</b></p>	<p>Create cognitive transition cards to post in existing visual schedule Use positive behavior supports throughout the daily interactions. Locate cheer cards and incorporate in daily use. Post and utilize CSEFEL strategy cards, stop and go activities, visual cues, etc. in centers.</p>	<p>CSEFEL Conscious Discipline</p>	<p><b>Teacher</b></p>	<p><b>January 2022</b></p>
<p><b>3.1.1 Communication with Families (P)</b></p>	<p>Parent Newsletters (monthly/weekly) Plan and implement Pre-k family nights. (Raising Reader, Kindergarten Transition) Connect for Learning Family Unit Newsletters Unit projects to communicate with families. Parent and family handbook Letter for Registration and Enrollment for Pre-K parents</p>	<p>C4L Family Unit Newsletters RAR</p>	<p><b>Principal Registrar Teacher Para</b></p>	<p><b>December- April 2022</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:  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  Collect all flyers, invitations, agendas and sign-ins from trainings, pictures.  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><b>Principal Teacher Para</b></p>	<p><b>December- May 2022</b></p>
<p><b>3.1.3 Communication of Assessment Information (P)</b></p>	<p>3 report card samples (when completed in January) upload 2nd conference sign in sheet (in February), upload 3 samples P/T conference forms for 2nd conference on February 22.</p>	<p>ELA P/T conference form</p>	<p><b>Teacher Para</b></p>	<p><b>October - March 2022</b></p>
<p><b>3.1.4 Family Engagement and Involvement (P)</b></p>	<p>Collect evidence of all school family engagement activities that include PreK: Agendas/sign-in sheets &amp; flyers for training/workshops provided for families (Raising a Reader, School-wide "Content" specific Family Nights, Transition to Kindergarten Night) etc.</p>	<p>Agendas Flyers Parent Sign-in Sheets</p>	<p><b>Principal Teacher Para</b></p>	<p><b>December- April 2022</b></p>



	<p>Upload list of PTA/PTO; Parent Officers of committee members; (SIT) School Leadership Team parent members <b>Due October 20</b></p>			
<p><b>3.1.5 Community Engagement and Involvement (P)</b></p>	<p><b>Upload list of community partners Due Nov 18</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 Sorority/ fraternity</p>	<p><b>Principal Parent Liaison</b></p>	<p><b>January-April 2022</b></p>
<p><b>3.1.6 Evaluation (N)</b></p>	<p>Collect parent surveys on program evaluation. Upon completion, share with the PTA, school improvement team, and staff. Collect agendas and sign-ins of meetings held. Completed parent surveys should meet the following criteria to evaluate the effectiveness of the program:</p> <ul style="list-style-type: none"> <li>● <b>measure participation and attendance at events to identify how to best recruit and retain participants</b></li> <li>● <b>gather baseline family data at the beginning of the year</b></li> <li>● <b>survey the needs and satisfaction of families to tailor the types of activities to support families.</b></li> </ul> <p>Once such survey results are gathered, please provide evidence that results were shared with all stakeholders.</p>		<p>ELO Principal Teacher Para</p>	<p><b>May 2022</b></p>

2  
August 2018