

# Maryland Accreditation Program Improvement Plan



<b>Program/Provider/School Name:</b> Kingsford ES Whitney Tarver Accreditation Instructional Specialist Support Renee Jones - Principal LaVerne Carter - Teacher Takia Coley - Teacher Sharon Bell - ParaProfessional Charone Franklin- ParaProfessional		<b>License/Registration #:</b> 16-0729	<b>Date Created:</b> 12-9-24
<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
School Readiness	33.6% of Kindergarten students were demonstrating readiness according to the 2023-2024 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	ECH website Cognitive ToyBox C4L	LaVerne Carter Takia Coley Sharon Bell Charone Franklin	January-March 2025

	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.	Hatch		
<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 Teachstone	Accreditation & Licensing Office	<i>March- April 2025</i>
<b>1.2.1 Communication (P)</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. Share fall CLASS flyer and other information pertaining to the prek accreditation process. Consider sharing monthly Accreditation Google Classroom assignments, work orders, etc. during staff meetings</li> <li>PreK Teachers should share be sharing at each meeting to inform the staff of developmentally appropriate practices and the accreditation process they are going through.</li> <li>Pre accreditation information should be highlighted in yellow so it is easy for validators to see.</li> </ul>	Pedagogy Guide Accreditation Information	Principal Renee Jones Teachers LaVerne Carter Takia Coley	<i>January-April 2025</i>
<b>1.2.2 Staff Evaluation and Ongoing Supervision (P)</b>	<p>-Upload staff evaluations (both teachers and paras)</p> <p>-Individual Staff development plans for teacher and paras</p>	Accreditation Information FFT Evaluations	Principal Renee Jones Teachers LaVerne Carter Takia Coley Paraprofessional Sharon Bell Charone Franklin	<i>January-March 2025</i>

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<b>1.3.1</b> <b>Transition and</b> <b>Continuity of</b> <b>Service <i>within</i></b> <b>program</b> <b>(N)</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> <ul style="list-style-type: none"> <li>• 3 sample transition cards from 2023-2024</li> <li>• Kindergarten Transition Night Event for Families (flyer)</li> </ul>	<p>Pedagogy Guide</p> <p>Transition Materials</p>	<p>Teachers</p> <p>LaVerne</p> <p>Carter</p> <p>Takia Coley</p> <p>Administrator</p> <p>Renee Jones</p>	<p>January-April 2025</p>
<b>1.3.2</b> <b>Transition and</b> <b>Continuity of</b> <b>Service <i>between</i></b> <b>Childcare</b> <b>(N)</b>	<p>Create a transition plan, including meetings and activities between PreK and local childcare/Head Start.</p> <p>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 <ul style="list-style-type: none"> <li>• PreK orientation powerpoint</li> </ul> </li> <li>• outreach to local daycares re: prek enrollment, all school readiness nights/functions</li> <li>• Invite local daycare provider families to all school readiness events (Provide evidence via emails, flyers)</li> </ul>	<p>Pedagogy Guide</p> <p>Transition Materials</p> <p>MFN</p>	<p>Principal</p> <p>Accreditation</p> <p>Lead</p> <p>Teacher</p>	<p>January - April 2025</p>
<b>1.3.3 Schedules</b> <b>&amp; Routines</b> <b>(P)</b>	<p>Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplars provided in Google Classroom</p>	<p>CIM</p>	<p>Teachers</p> <p>LaVerne</p> <p>Carter</p> <p>Takia Coley</p>	<p>Feb 2025</p>

<p><b>1.3.4 Intentional Planning (P)</b></p>	<p>Lesson Plans should Include the Following:</p> <ul style="list-style-type: none"> <li>● Reflects implementation of the C4L project based curriculum</li> <li>● includes speech/IEP goals (identify students by initials)</li> <li>● ELL modifications taken directly from C4L</li> <li>● turn and talk or think pair share opportunities throughout</li> <li>● open ended questions</li> <li>● “free-choice” centers statement</li> <li>● questions students are asked while engaged in centers for problem solving opportunities, (What are they being asked to do/ accomplish?</li> <li>● Statement that identifies how families have informed the lesson plan (Beginning of the year family surveys)</li> <li>● Differentiated small groups</li> </ul> <p>See sample lesson plans that were sent and assignment notes provided in Accreditation Google Classroom assignment. Need a Plan from EACH teacher</p>	<p>CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template</p>	<p><b>Teachers LaVerne Carter Takia Coley</b></p> <p><b>Para Sharon Bell Charone Franklin</b></p>	<p><b>October 2024-March 2025</b></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 Hatch small groups/curricular activities</p>	<p><b>Teacher LaVerne Carter Takia Coley</b></p> <p><b>Para Sharon Bell Charone Franklin</b></p>	<p><b>October 2024 -March 2025</b></p>
<p><b>1.3.6 Assessment Strategies (N)</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</li> </ul>	<p>CIRCLE Assessments Work Samples Hatch Small Groups/ Recommended curricular activities</p>	<p><b>Teachers LaVerne Carter Takia Coley</b></p>	<p><b>January-Ma rch 2025</b></p>

	<ul style="list-style-type: none"> <li>• Samples of data collected</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>			
<b>1.4.1 Reporting (P)</b>	<p>Upon completion, schedule meetings to share program evaluation with school staff and PTA.</p> <p>Staff meeting agenda/leadership team meetings include accreditation topic.</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>	Agendas Sign-In Sheets	Principal Renee Jones Teacher LaVerne Carter Takia Coley	February-April 2025
<b>2.1.1(a) Outdoor Learning Environment</b>	<p>Get work orders placed on the <a href="#">Accreditation Work Orders</a> spreadsheet to address any issues</p> <p><a href="#">Accreditation Look For's Video</a></p>	building supervisor Teachers	Facilities Team  Teacher LaVerne Carter Takia Coley	January 2025
<b>2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment (P)</b>	<p>Have students bring in cultural artifacts.</p> <p>Send home parent survey at the beginning of the year to gain insights into individual cultural differences.</p> <p><b>Students complete ALL About Me posters, and keep those posters up for the remainder of the year to showcase students' diversity</b></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>Order more multicultural books- Accreditation Office</p>	Cultural Artifacts Student Interest Surveys All About Me Posters Materials Order	Teachers LaVerne Carter Takia Coley  Paras Sharon Bell Charone Franklin  Accreditation Office	January-Feb 2025
<b>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching</b>	<p>Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction.</p> <p>Post images of diverse people/groups -</p>	CSEFEL Early Childhood Website	Teacher LaVerne Carter Takia Coley Accreditation & Licensing Office	Feb 2025

<p><b>2.3.8 Fine Arts (P)</b></p>	<p>Create an “Author’s Chair” for students' work. Have different genres and cultures of music playing as the students play at centers.(ie. folklore, Native American, Indian, Latin American, classical, country, etc.) Incorporating various genres of music into the children's daily routine.</p> <p>Share an artist's work. Allow students to create their own interpretation of the work, and put it on display.</p>	<p>CIRCLE CIM C4L</p>	<p>Teachers LaVerne Carter Takia Coley Paras Sharon Bell Charone Franklin</p>	<p>January- March 2025</p>
<p><b>3.1.3 Communication of Assessment Information (N)</b></p>	<p>Fall Conferences, upload your P/T sign in sheet 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) 3 report card samples (when completed in January) upload 2nd parent teacher conference sign in sheet (in February), upload 3 <b>signed by parents</b> samples P/T conference forms for 2nd conference in February.</p>	<p>report card samples P/T conference form</p>	<p>Teachers LaVerne Carter Takia Coley</p> <p>Paras Sharon Bell Charone Franklin</p>	<p>October 2024 - March 2025</p>
<p><b>3.1.5 Community Engagement and Involvement (P)</b></p>	<p>Collect monthly school newsletters/communication providing information on community resources. <b>Schools are required to provide evidence of partnerships with local daycare providers and their local public library</b> 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>Principal Parent Liaison Team Lead</p>	<p>January -April 2025</p>
<p><b>3.1.6 Evaluation (N)</b></p>	<p>Collect parent surveys on program evaluation. Share Parent Survey results with: leadership team, SIT prek families, link to school’s website for all community stakeholders</p>	<p>rolling agendas screenshots of school website emails</p>	<p>ELO Principal Renee Jones Teachers LaVerne Carter</p>	<p>May 2025</p>

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Nov 1, 2024