

Maryland Accreditation Program Improvement Plan



Program/Provider/School Name: Templeton ES Whitney Tarver (Accreditation Specialist-Central Office), Jessica Smith (Instructional Lead Teacher), Tiffinie Stepp (Assistant Principal), Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional) Templeton ES PreK Self-Appraisal: Maryland Accreditation Standards 9.2024		License/Registration #: 16-0214	Date Created: 10-29-24
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input 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	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 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 SKBs	Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK	January-March 2025

	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.		Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)	
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>Notes from Self-Appraisal: <i>Partially Met</i>-Our teachers and paraprofessionals set yearly goals that not only align without school focus, but also address on-going improvement and growth for our PreK program. Administration and ILTs conduct regular informal feedback sessions in order to allow teachers to consistently reflect and improve on their practices.</p> <p><i>This is the first year we have used this evaluation to self- assess our PreK program. However, we will continue to do this yearly starting now. Also starting this year, information around our program will be shared with staff at staff meetings. Information about our program is shared with parents during Back to School Night and in monthly newsletters.</i></p>	CLASS Teachstone	Accreditation & Licensing Office	<i>March- April 2025</i>

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1.3.2 Transition and Continuity of Service <i>between</i> Childcare (N)	<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.) 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 <ul style="list-style-type: none"> • PreK orientation powerpoint • outreach to local daycares re: prek enrollment, all school readiness nights/functions • Invite local daycare provider families to all school readiness events (Provide evidence via emails, flyers) <p>Notes from Self-Appraisal: Partially Met-Enrollment is handled by qualified staff in school. Once children are placed in the classroom, information and background of the child are properly verified by the teacher to make sure that the child is in the proper placement</p> <ul style="list-style-type: none"> • Children with Special need are identified in Synergy so teachers are made aware • An assigned Special educator provides services to the students inside the classroom and also to collaborate with the 	Pedagogy Guide Transition Materials MFN	Amy Robinson (Principal) Tiffinie Stepp (Assistant Principal) Jessica Smith (ILT)	January - April 2025

	<p>classroom teacher on strategies to help the students. This information is shared to the families of the students.</p> <ul style="list-style-type: none"> • Copies of IEPs are sent to the teacher's email • Child's Interest Survey was conducted by families filling in the form, submitted to the teacher to be used as a guide to identify child' specific strengths and weaknesses. • <i>Prior child's records from different programs, if there are any, have yet to be identified by the school to fully help a smooth transition of learning. Classroom teachers are not a part of articulation when students come from other Early Childhood programs, such as Francis Fuchs.</i> 			
<p>1.3.4 Intentional Planning (P)</p>	<p>Lesson Plans should Include the Following:</p> <ul style="list-style-type: none"> • Reflects implementation of the C4L project based curriculum • 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 questions • "free-choice" centers statement • questions students are asked while engaged in centers for problem solving opportunities, (What are they being asked to do/ accomplish? • Statement that identifies how families have informed the lesson plan (Beginning of the year family surveys) • Differentiated small groups <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>Notes from Self-Appraisal: <i>Partially Met</i>-The C4L meets the requirements of MSDE, which is the curriculum being implemented. Lesson plans reflect the curriculum and are relevant to children's culture, but we need to integrate more of their individual interests into classroom activities. Teachers follow given IEP plans, but this is not in daily lesson plans. Moving forward, we will add a section for IEP accommodations and supports within the lesson plan template. Daily lessons and centers include opportunities for questioning and problem solving. However, we could improve on providing student choice for how they work on projects.</p>	<p>CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template</p>	<p>Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)</p>	<p>October 2024-March 2025</p>

<p>1.4.1 Reporting (P)</p>	<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"> • 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 <p>Notes from Self-Appraisal: Partially Met-This is our first experience using this self-appraisal. The team will use the results to create a plan in order to grow to fully met in all areas. This information will be shared with stakeholders to include families and administration. This will also be discussed during instructional council (school improvement) in order to provide updates on progress as needed, as well as to seek feedback and collaborate on strategies.</p>	<p>Agendas Sign-In Sheets</p>	<p>Amy Robinson (Principal) Tiffinie Stepp (Assistant Principal) Jessica Smith (ILT)</p>	<p>February-April 2025</p>
<p>2.1.1(a) Outdoor Learning Environment</p>	<p>Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues</p> <p>Notes from Self-Appraisal: Partially Met-</p> <ul style="list-style-type: none"> • Play area is located below ground level. Students walk down and up the steps to their classroom. • Playground should not have water puddles. • No storage for outside playground equipment. • Playground equipment are well maintained. • No portables in the playground. The team has difficulty getting all supplies to and from the playground due to stairs, there are even steps from the bottom floor to outside. The team is working on a solution to this. • Note: We will have a new building in 2 years. 		<p>Warren Arrington (Building Supervisor)</p> <p>Krizia Francisco (PreK Teacher), Janice Dotimas (PreK Teacher) Jessica Smith (ILT)</p>	<p>January 2025</p>
<p>2.1.1(b) Outdoor Environment:</p>	<p>gardening/ digging tools, pail books for reading outside- quiet play</p> <p>Notes from Self-Appraisal:</p>	<p>Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK</p>	<p>PGCPS</p>	<p>January 2025</p>

Organization of Space	<p>Partially Met-</p> <ul style="list-style-type: none"> • No need for special equipment for children with disabilities. • We have a variety of sized balls to play with, but our equipment is limited. • Our space is large enough to accommodate a variety of activities and has a variety of surfaces. • One part of the playground equipment is specific about the age group. • It should be noted that we are in a temporary location, as a new school building is being built in our original space. The new school should open SY26-27. 	Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)		
2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities (N)	<p>Purchased an outdoor wagon for play for all prek classrooms.</p> <ul style="list-style-type: none"> • Add drawing and painting materials for outside (sidewalk chalk, paper, crayons, pencils, markers, paint, brushes) <ul style="list-style-type: none"> • musical instruments • dance streamers • Add materials for building <ul style="list-style-type: none"> • costumes and puppets to promote dramatic play • Add magnifying glasses, bug catchers (if available) & binoculars for investigations outside <p>Notes from Self-Appraisal: Partially Met-</p> <ul style="list-style-type: none"> • We, as a school, need to organize our materials to use for outdoor play. • Since this is also a structured component of the day, planning is important for our team to support learning goals. • Educators are vigilant in making sure that children are dressed up properly for outdoor activities. • The team will identify possible focus activities that extend previous learning within daily lesson plans. 	Materials	Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)	March 2025
2.3.4 (a) Language Arts: Listening & Speaking (P)	<p>Utilize speaking and listening tool kit.</p> <p>Provide daily opportunities for collaborative learning (think pair share, turn & talk, peer interview, book talk, etc.) Evident in lesson plans.</p> <p>Student dictations are posted</p> <p>While many listening and speaking strategies were observed in both classrooms, please ensure that daily opportunities for collaborative learning are evident in lesson plans.</p>	PGCPS Reading Toolkit ECH Website	Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher),	January- March 2025

	<p>Reading Anchor charts from whole/small groups should reflect instructional strategies (ie KWL, predictions, word webs, lists, Venn Diagrams, comparing/contrasting, etc)</p> <p>Notes from Self-Appraisal: Partially Met- The PreK program follows the C4L curriculum which allows students multiple opportunities for applying learned skills in a variety of ways, including frequent opportunities for language development and expanding vocabulary. Students are given many opportunities to talk and listen with their peers in order to complete small group and whole group activities. The turn and talk strategy is frequently used during read alouds and group discussions. Children are prompted to repeat something their partner said to stay on task. At times, this can be difficult for our students, so the team has been working on increasing their capacity with peer discourse. The team has deliberately embedded these opportunities in lesson plans and have completed professional development in this area. During collaboration sessions, the team has invited an ELD teacher to teach and model strategies for promoting effective discussions. The PreK program is continuing to grow in this area.</p>		Keturah Looper (PreK Paraprofessional)	
<p>2.3.4 (b) Language Arts: Reading (P)</p>	<p>Collect informational periodicals, visitor guide magazines, recipe cards, etc. Provide a variety of text. Bring in magazines, recipe books, pamphlets, menus, etc. Add environmental print in both classrooms.</p> <p>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.</p> <p>Notes from Self-Appraisal: Partially Met- The PreK curriculum provides multiple opportunities for modeling and implementing age appropriate reading skills and strategies, to include rhyming, matching, retelling, phonics, phonemic awareness, etc. The daily read alouds are used to promote and teach these skills as well. Center activities include opportunities for reading for enjoying and for applying taught reading skills, such as rhyming words. The classroom contains a variety of books and some environmental print that promote literacy. During whole and small group, teachers and paras give students feedback that promotes reading foundational skills. Activities during transitions also provide additional opportunities for students to apply reading skills. For example, when students enter</p>	<p>Magazines Menus, Pamphlets Informational Text Pedagogy Guide</p>	<p>Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)</p>	<p>Jan-March 2025</p>

	the room, they practice producing letter sounds and rhyming words. However, the team is working on integrating more environmental print into the classrooms.			
2.3.7 Social Studies (P)	<p>Create a map of the classroom with students. Put up other map from materials order</p> <p>Notes from Self-Appraisal: Partially Met- The PreK program incorporates some opportunities for children to learn about themselves, their community, and the world. Age-appropriate classroom rules are posted and positively framed, fostering a sense of belonging and self-identity. Authentic materials such as books and music are used to introduce social studies concepts, but there is limited representation of resources like maps or globes. Opportunities to learn about people and their roles in the community are included but could be expanded to better reflect diversity and cultural appreciation. Additionally, the program offers some print materials, such as books and photographs, but lacks a broader variety of resources like newspapers or magazines. Expanding these elements and providing more real-world and collaborative opportunities would enhance the program.</p>	See Example in Accreditation Look Fors Document	Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)	January - March 2025
2.3.8 Fine Arts (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. Share an artist's work. Allow students to create their own interpretation of the work, and put it on display.</p> <p>Notes from Self-Appraisal: Partially Met- The PreK program partially meets this requirement by providing some opportunities for children to engage in fine arts activities. Children participate in creative movement and music activities, but the inclusion of dance and diverse musical forms, such as folk or cultural music, is limited. Art created by children is displayed in the classroom and labeled, celebrating their efforts and fostering a sense of pride. However, opportunities for children to</p>	CIRCLE CIM C4L	Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)	January- March 2025

	<p>analyze, interpret, or select artistic works for presentation are less frequent, limiting their ability to connect with art on a deeper level.</p> <p>While independent art activities are offered, integration of fine arts across all content areas and learning centers is inconsistent. Expanding artistic experiences and more fully integrating the fine arts into daily activities would strengthen the program's alignment with best practices.</p>			
<p>3.1.4 Family Engagement and Involvement (P)</p>	<p>Collect evidence of all school family engagement activities that include PreK:</p> <p>Agendas/sign-in sheets & flyers for training/workshops provided for families (School-wide "Content" specific Family Nights, PreK Orientation, Back to School Night, Transition to Kindergarten Night) etc.</p> <p>Notes from Self-Appraisal: Partially Met- Templeton offers a Family Night each month that includes various topics to include Hispanic Heritage, Math and ReLa academic activities (PreK-5), ELD/SPED topics, and other events to encourage family involvement at school. We are also a Community School, so parents are given resources on wrap around services being offered by us and the community. Parents also complete a needs survey to inform us on the type of services and activities to target. There are also monthly parent meetings (cup of coffee) that cover topics of need as well. Agendas are created for these events to document and to share outcomes.</p> <p>We are in the process of developing a PTO, but it has been difficult to get parents to spearhead the committee. We have a STEERING committee that develops these activities.</p>	<p>Agendas Flyers Parent Sign-in Sheets</p>	<p>Krizia Francisco (PreK Teacher), Sharonda Taylor (PreK Paraprofessional), Janice Dotimas (PreK Teacher), Keturah Looper (PreK Paraprofessional)</p>	<p>December 2024- April 2025</p>

Nov 1, 2024