



Maryland Accreditation Program Improvement Plan

Program Name: Barnaby Manor ES **License #** 16-1219 **Date Created:** 12/3/25

Select all ages/grades that apply: Public Pre-K

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 ECRS/CLASS goals and/or School Readiness goals are included.

	Indicator & Rating or Improvement Category	Improvement Strategies/Goals	Resources Needed	Person Responsible	Timeline & Completion Date CANVAS DUE DATE
1	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 Early Learning Standards that would support the development of student skills. The standards selected were 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 Early Learning Standards. Data collection for the identified Early Learning Standards 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,	ECH website Cognitive ToyBox Hatch Connect4Learning Curriculum	Rachel Clover Monica Pearson India Bell Crystal Middleton	August 2025- June 2026

		Portfolios/ Work Samples (NO WORKSHEETS), teacher checklists, parent Input/reports, video, photos and audio samples.			
3	1.1.2 Program Evaluation (P)	Complete process for program evaluation, conduct annual program evaluation, and create goals for on-going improvement - Share results in the January Staff meeting	CLASS Teachstone	Accreditation & Licensing Office Ashley Conwell	Oct 2025-Jan 2026
4	1.2.1 Communication (P)	Submit staff meetings with rolling agenda minutes. Build DAP and program planning in monthly staff agendas to be shared with all staff. 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 PreK Teachers should be sharing at each meeting to inform the staff of developmentally appropriate practices and the accreditation process they are going through. Pre accreditation information should be highlighted in yellow so it is easy for validators to see.	Pedagogy Guide Accreditation Information	Ashley Conwell	Oct 2025-Jan 2026
5	1.2.2 Staff Evaluation and Ongoing Supervision (P)	- Upload staff evaluations (both teachers and paras) - Individual Staff development plans for teacher and paras -	Accreditation Information FFT Evaluations	Ashley Conwell Rachel Clover Monica Pearson India Bell Crystal Middleton	Oct 2025-December 2025
9	1.3.1 Transition and Continuity of	Create a transition plan, including meetings and events between PreK and K.	Pedagogy Guide Transition Materials	Ashley Conwell	Aug 2025-June 2026

	Service within program (P)	Please upload agendas and minutes of transition meetings and provide more evidence of communication with families regarding transition with the program. <ul style="list-style-type: none"> • 3 sample transition cards from 2023-2024 • Kindergarten Transition Night Event for Families (flyer) 		Rachel Clover Monica Pearson India Bell Crystal Middleton	
10	1.3.2 Transition and Continuity of Service between Childcare and public school (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: <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 • 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) 	Pedagogy Guide Transition Materials MFN	Ashley Conwell Rachel Clover	Sept 2025- Feb 2026
11	1.3.3 Schedules & Routines (P)	Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplars provided in Google Classroom	CIM	Monica Pearson	Sept 2025 October 2025 January 2026
12	1.3.4 Intentional Planning (P)	Lesson Plans should Include the Following: <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 	CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template	Monica Pearson	October 2025 and January 2026

		<ul style="list-style-type: none"> • 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>			
13	1.3.5 Multiple Assessment Methods <i>(P)</i>	<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"> • Written assessment plan • Assessment tools are aligned with Maryland Early Learning Standards • 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 	Lesson Plan CIM CIRCLE Manual DIDM	Monica Pearson Rachel Clover	November 2025 & February 2026
14	1.3.6 Assessment Strategies <i>(P)</i>	<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>	CIRCLE Assessments Work Samples	Rachel Clover Monica Pearson	November 2025 & February 2026

		<p>Please upload the following evidence:</p> <ul style="list-style-type: none"> • Evidence of completed assessment tools • 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 			
15	1.4.1 Reporting <i>(P)</i>	<p>Upon completion, schedule meetings to share program evaluation with school staff and PTA. 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 	Agendas Sign-In Sheets	Ashley Conwell	Oct 2025 January 2026
16	2.1.1(a) Outdoor Learning Environment <i>(P)</i>	<p>Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues</p>	building supervisor Teachers	Facilities Team	January 2026
18	2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities <i>(P)</i>	<p>Sheds should contain the following:</p> <ul style="list-style-type: none"> • Add drawing and painting materials for outside (sidewalk chalk, paper, crayons, pencils, markers, paint, brushes) • musical instruments • dance streamers • Add materials for building • costumes and puppets to promote dramatic play • Add magnifying glasses, bug catchers (if available) & binoculars for investigations outside • Pails and shovels 	Add Materials (Restock)	Rachel Clover Monica Pearson India Bell Crystal Middleton	September 2025- January 2026

21	2.1.2 (c) Indoor Environment: Intentional Learning Opportunities <i>(P or N)</i>	<p>Displays are at children’s eye level, are hung neatly, and reflect current learning goals</p> <ul style="list-style-type: none"> 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>Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students & reflect current learning goals.</p>	ECH Website Materials Interactive PreK Classroom Map	Rachel Clover Monica Pearson India Bell Crystal Middleton Accreditation & Licensing Office	October 2025- January 2026
27	2.3.3 Executive Function <i>(P)</i>	<p>Use problem solving cards; discussion in social situations. Post visual cues in each center and use social-emotional problem solving suitcase from C4L.</p> <p>Use Conscious Discipline Strategies, and C4L lessons with Tucker Turtle.</p> <p>Include opportunities to engage in play throughout components of the day within lesson plans.</p>	CSEFEL PEIP Website Lesson Plans	Rachel Clover Monica Pearson	Sept 2025-May 2026
30	2.3.4(c) Language Arts: Writing <i>(P)</i>	<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, with their picture 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 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. Add content vocabulary words with pictures on a ring</p>	ECH website materials	Rachel Clover Monica Pearson	Sept 2025-March 2026
31	2.3.5 Mathematics <i>(P)</i>	Provide and post opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc. Math graphs in the environment	Pedagogy Guide	Rachel Clover Monica Pearson India Bell Crystal Middleton	Sept 2025-March 2026

32	2.3.6 Science <i>(P)</i>	<p>Explore more outside. Provide more authentic materials in the science center for exploration. Integrate STEM in all centers. 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	Rachel Clover Monica Pearson India Bell Crystal Middleton	Oct 2025-Feb 2026
33	2.3.7 Social Studies <i>(P)</i>	<p>Create a map of the classroom with students. Put up other map from materials order -Add magazines and newspapers</p>	See Example in Accreditation Look Fors Document	Rachel Clover Monica Pearson India Bell Crystal Middleton	January - March 2026
34	2.3.8 Fine Arts <i>(P)</i>	<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>	CIRCLE CIM C4L 1 hour YouTube Music from Around the World	Rachel Clover Monica Pearson India Bell Crystal Middleton	January-March 2026
42	3.1.3 Communication of Assessment Information <i>(P)</i>	<p>Fall 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 parent teacher conference sign in sheet (in February), upload 3 signed by parents samples P/T conference forms for 2nd conference in February.</p>	Report card samples P/T conference form	Rachel Clover Monica Pearson India Bell Crystal Middleton	November 2025 - Feb & March 2026
45	3.1.6 Evaluation <i>(P)</i>	<p>Collect parent surveys on program evaluation. Share Parent Survey results with: leadership team, SIT</p>	rolling agendas screenshots of school website emails	ELO Ashley Conwell	Nov 2025 & January 2026

		prek families, link to school's website for all community stakeholders		Rachel Clover Monica Pearson India Bell Crystal Middleton	
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