

# Maryland Accreditation Program Improvement Plan



<b>Program/Provider/School Name:</b> Carrollton Elementary School  <b>Accreditation Team Members:</b> Whitney B. Tarver- ECH Support Staff Dr. Teresa Bey-Principal Courtney Wimbush - Assistant Principal <a href="#">Guoda Pflaum</a> - Pre-K teacher Rebecca Sondike - Pre-K teacher <a href="#">Tammy Tropp</a> - Paraprofessional <a href="#">Sabrina Watson-Jackson</a> - Paraprofessional		<b>License/Registration #:</b> 16-2005	<b>Date Created:</b> November 13, 2023
<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
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<b>School Readiness</b>	<p>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.</p>	ECH website ELA KRA SKBs	<b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b>	<i>September 2023 -May 2024</i>
<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	ELO	<i>Nov 2023- April 2024</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</li> </ul>	Pedagogy Guide Accreditation Information	<b>Teresa Bey - Principal</b> <b>Courtney Wimbrush - Assistant Principal</b> <b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b>	<i>January-April 2024</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</p>	Accreditation Information FFT Evaluations	Dr. Teresa Bey-Principal Rebecca Sondike-Teacher Guoda Pflaum-Teacher	<i>January-March 2024</i>
<b>1.2.4 Qualifications: Assistant Teacher (Para) (P)</b>	<p>-Upload Associates degree or CDA staff qualifications form (missing for Sabrina Watson Jackson)</p>	CDA Associates degree	Sabrina Watson Jackson	<i>Jan 2024</i>

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<p><b>1.3.1</b> <b>Transition and Continuity of Service <i>within</i> program</b> <b>(P)</b></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"> <li>• 3 sample transition cards from 2022-2023</li> <li>• Kindergarten Transition Night powerpoint for Families</li> </ul>	<p>Pedagogy Guide Transition Materials</p>	<p><b>Teresa Bey - Principal</b> <b>Courtney Wimbush - Assistant Principal</b> <b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson Jackson-Para</b></p>	<p><b>January-April 2024</b></p>
<p><b>1.3.2</b> <b>Transition and Continuity of Service <i>between</i> Childcare</b> <b>(N)</b></p>	<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> </ul>	<p>Pedagogy Guide Transition Materials MFN</p>	<p><b>Teresa Bey - Principal</b> <b>Courtney Wimbush - Assistant Principal</b></p>	<p>January - April 2024</p>

	<ul style="list-style-type: none"> <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> <li>outreach to local daycares re: prek enrollment</li> </ul> </li> </ul>		<b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b>  ELO	
<b>1.3.3 Schedules &amp; Routines (P)</b>	Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplar provided	<b>CIM</b>	<b>Rebecca Sondike</b>	<b>Feb 2024</b>
<b>1.3.4 Intentional Planning (P)</b>	<p>Lesson plan reflects implementation of the C4L project based curriculum and 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, 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>	CIM Lesson Plan	<b>Rebecca Sondike</b>	<b>January-March 2024</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>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>	Lesson Plan CIM CIRCLE Manual DIDM KReady ELA Platform	<b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b>	<b>January-March 2024</b>

<p><b>1.3.6 Assessment Strategies (P)</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 <ul style="list-style-type: none"> <li>● Samples of data collected</li> </ul> </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>	<p>CIRCLE ELA</p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher</b></p>	<p><b>January-March 20234</b></p>
<p><b>1.4.1 Reporting (P)</b></p>	<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"> <li>● Screenshot of ClassDojo (Teachers) for Families)</li> <li>● Principals link documents to rollwing staff agenda (staff)</li> <li>● Add the Program Improvement Plan (PIP) and Program Evaluation Flyer to the school's website</li> </ul>	<p>Agendas Sign-In Sheets Website ClassDojo Screenshots</p>	<p><b>Teresa Bey - Principal Courtney Wimbush - Assistant Principal Guoda Pflaum-Teacher Rebecca Sondike-Teacher</b></p>	<p><b>February-April 2024</b></p>
<p><b>2.1.1(a) Outdoor Learning Environment (P)</b></p>	<p>Get work orders placed on the <a href="#">Accreditation Work Orders</a> spreadsheet to address any issues</p>	<p><b>building supervisor Teacher</b></p>	<p><b>Facilities</b></p>	<p><b>January 2024</b></p>
<p><b>2.1.1(b) Outdoor Environment: Organization of Space</b></p>	<p>gardening/ digging tools books for reading outside</p>	<p><b>Teachers Paras</b></p>	<p><b>PGCPS</b></p>	<p><b>January 2024</b></p>
<p><b>2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities (N)</b></p>	<p>Purchase outdoor box/portable container for play for both classrooms. Add drawing and painting materials for outside, and musical instruments, dancing ribbons. Add materials for building to the portable wagon/container. Add sidewalk chalk &amp; prop boxes for clothes and costumes to promote dramatic play.</p>	<p><b>Materials</b></p>	<p><b>ELO</b></p>	<p><b>March 2024</b></p>

<p><b>2.1.2(a) Indoor Environment: Safety (P)</b></p>	<p>Please remove any clutter from both rooms. Store teacher materials</p> <p>Both classrooms meet standards for safety, toxicity, construction, and cleanliness -replace ceiling tiles, sink leaking, faucet in Pflaum’s bathroom warm water does not work</p>	<p>PGCPS</p>	<p>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</p>	<p>December 2023</p>
<p><b>2.1.2 (b) Indoor Environment: Organization of Space (P)</b></p>	<p>Spruce up “Safe Place” area for students. Calming areas in both classrooms are designated as a "Safe Place."</p>	<p>ECH Website</p>	<p>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</p>	<p>December 2023</p>
<p><b>2.1.2 (c) Indoor Environment: Intentional Learning Opportunities (P)</b></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>Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students &amp; reflect current learning goals.</p>	<p>ECH Website Materials</p>	<p>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para ELO</p>	<p>Jan-Feb 2024</p>
<p><b>2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment (P)</b></p>	<p>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>Cultural Artifacts</p>	<p>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</p>	<p>January-Feb 2024</p>
<p><b>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching</b></p>	<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>	<p>CSEFEL Early Childhood Website</p>	<p>Guoda Pflaum-Teacher Rebecca Sondike-Teacher ELO</p>	<p>Feb 2024</p>

<p><b>2.1.4 Technology (P)</b></p>	<p>Reach out to IT to upload Hatch software so that students can interact with the program</p>	<p><b>Materials Hatch Software</b></p>	<p><b>Principal Teachers Para IT T3/Help Desk</b></p>	<p><b>January 2024</b></p>
<p><b>2.3.4 (b) Language Arts: Reading (P)</b></p>	<p>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.  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>	<p>Scholastic Magazine Informational Text Pedagogy Guide</p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para ELO</b></p>	<p><b>Jan-March 2024</b></p>
<p><b>2.3.4(c) Language Arts: Writing (P)</b></p>	<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.  Makes sure dictations are present on posted art work in both classrooms Variety of writing materials available in all learning centers <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>	<p><b>ECH website materials (order velcro for abc wall)</b></p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para ELO</b></p>	<p><b>Jan- March 2024</b></p>
<p><b>2.3.5 Mathematics (P)</b></p>	<p>Provide and <b>post</b> opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc.</p>	<p><b>Pedagogy Guide</b></p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</b></p>	<p><b>Jan- Feb 2024</b></p>
<p><b>2.3.6 Science (P)</b></p>	<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>	<p>Materials Pedagogy Guide</p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</b></p>	<p><b>Jan-Feb 2024</b></p>

<p><b>2.3.7</b> <b>Social Studies</b> <b>(P)</b></p>	<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)</p>	<p>Materials</p>	<p><b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b></p>	<p><b>January - Marsh</b> <b>2024</b></p>
<p><b>2.3.8</b> <b>Fine Arts</b> <b>(P)</b></p>	<p>Create an "Author's Chair" for students work.</p> <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>CIRCLE CIM C4L</p>	<p><b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b></p> <p><b>Michel Davis</b> <b>Robinson</b></p>	<p><b>January- March</b> <b>2024</b></p>
<p><b>2.3.9</b> <b>Physical and Health Education</b> <b>(P)</b></p>	<p>Post visual cues of routines and procedures in centers/classroom. Remake/Post hand washing cues.</p> <p>Provide fine motor activities daily (create center).</p>	<p>CSEFEL PEIP Website Materials</p>	<p><b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>ELO</b></p>	<p><b>February 2024</b></p>
<p><b>2.4.4</b> <b>Instructional Strategies</b> <b>(P)</b></p>	<p>Post center questions</p> <p>Questioning and conversations included in daily lessons and interactions.</p> <p>Identifying Science investigation focus for the week for centers</p>	<p>Center Question Cards</p>	<p><b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b></p>	<p><b>December 2023</b></p>
<p><b>2.4.5 (a) and 2.4.5 (b)</b> <b>Management Strategies: Transitions Behaviors</b> <b>(P)</b></p>	<p>Create cognitive transition cards to post in existing visual schedule</p> <p>Use positive behavior supports throughout the daily interactions.</p> <p>Locate cheer cards and incorporate them in daily use.</p> <p>Post and utilize CSEFEL strategy cards, stop and go activities, visual cues, etc. in centers.</p>	<p>All Day Long CD CSEFEL Conscious Discipline</p>	<p><b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson</b> <b>Jackson-Para</b></p>	<p><b>January 2024</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:</p> <p>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</p> <p>Collect all flyers, invitations, agendas and sign-ins from trainings.</p> <p>Please upload any school readiness materials that are shared with families, with a comment to explain.</p>	<p>3rd Thursday of the Month Events Transition to Kindergarten Family Nights</p>	<p><b>Teresa Bey - Principal Courtney Wimbush - Assistant Principal Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</b></p>	<p><b>November 2023- May 2024</b></p>
<p><b>3.1.3 Communication of Assessment Information (P)</b></p>	<p>From October 10 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 conference sign in sheet (in February 20), upload 3 <b>signed by parents</b> samples P/T conference forms for 2nd conference in February.</p>	<p>ELA P/T conference form</p>	<p><b>Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</b></p>	<p><b>October 2023 - March 2024</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:</p> <p>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>Teresa Bey - Principal Courtney Wimbush - Assistant Principal Guoda Pflaum-Teacher Rebecca Sondike-Teacher Tammy Tropp-Para Sabrina Watson Jackson-Para</b></p>	<p><b>December 2023- April 2024</b></p>
<p><b>3.1.5 Community Engagement and Involvement (P)</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>PGCPS PGCMLS Parks &amp; Rec Churches Food Banks</p>	<p><b>Teresa Bey - Principal Courtney Wimbush -</b></p>	<p><b>January -April 2024</b></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><b>Assistant Principal</b>  <b>Zulma Pacheco-Community Engagement Liason</b></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 <b>Teresa Bey - Principal</b> <b>Courtney Wimbush - Assistant Principal</b> <b>Guoda Pflaum-Teacher</b> <b>Rebecca Sondike-Teacher</b> <b>Tammy Tropp-Para</b> <b>Sabrina Watson Jackson-Para</b></p>	<p><b>March-April 2024</b></p>

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October 2022