

Maryland Accreditation Program Improvement Plan



Program/Provider/School Name: Chillum		License/Registration #: 16-1709	Date Created: 12/11/2023
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input checked="" 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	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.	ECH website ELA KRA SKBs	Teacher Para	January-March 2024

<p>Language Modeling</p>	<p style="text-align: center;">Self and Parallel Talk</p> <ul style="list-style-type: none"> Practice mapping out your own actions (self-talk) and the students' actions (parallel talk) through language and description. As You are moving through an activity, talk about the steps that you are taking to complete the task or activity. As you are working with students throughout the day, in centers whole group activities or other settings, verbally map out the actions that they are taking to complete a task. Review language modeling videos on the Teachstone website. <p style="text-align: center;">Using Advanced Language</p> <ul style="list-style-type: none"> Use specific language vocabulary and a mix of short and long sentences to expose children to more language. Ex. Let's put on our boots and zip up our coats. It is absolutely freezing outside, and it looks like we might have some kind of precipitation like snow or rain later." Use the C4L lesson guidance to support language development and vocabulary through discussion strategies in whole- group, small-group and learning center activities. Use the C4L lesson vocabulary 	<p>C4L curriculum CLASS dimensions guide Teachstone Website Registered in the Class Instructional Support Training (teacher) Jan. 11&12 Language Modeling and Conversation: Novel Words Webinar (ECLKC)</p>	<p>Teacher Para</p>	<p>ongoing</p>
<p>Emotional Support</p>	<p>Positive Climate</p> <ul style="list-style-type: none"> Enjoy time with the children: take time to interact with children during all components of the day(specifically focus on connecting with children during arrival and breakfast to set the tone of the day) Look for opportunities to make everyday learning opportunities fun. Make positive comments about children's efforts and participation. Communicate warm feelings for the children: Ex. tell them you missed them when they were sick. USE respectful language when speaking with the children so that they feel valued, use polite language, such as please, thank you, and you're welcome. Use Conscious Discipline strategies, such as give children two positive choices to reach a goals in lieu of a positive choice and a consequence Use low reactivity by keeping the face and demeanor calm Use the Safe Place and the social stories and visual supports to help children practice self-regulation 	<p>Early Childhood Site SEFEL Creating Positive Climate Video, ECLKC website</p>	<p>Teacher Para</p>	<p>ongoing</p>
<p>Classroom Organization</p>	<p>Behavior Management (BM)-</p> <ul style="list-style-type: none"> Be proactive: Intervene before situations escalate, use problems solving strategies from SEFEL nd C4L Scan the classroom for early signs of behavior to respond to potential problems early. 	<p>SEFEL Conscious Discipline C4L</p>	<p>Teacher Para</p>	<p>ongoing</p>

	<ul style="list-style-type: none"> ● Reduce wait time, move through cognitive transitions smoothly and quickly, be prepared for the next activity and know which teachers will play which role. ● Clearly state expectations and be specific- use the C4L strategies and focus on a limited number of rules and Conscious Discipline commitments (intentionally teach) ● Be specific with positive feedback when things are going well, and give feedback in the moment ● Connect with children during arrival and breakfast to set the one of the day 	Supporting Children with Challenging Behaviors. ECLKC website Stating Behavior Expectations. ECLKC website		
1.1.1 Philosophy	Go back to the philosophy and make necessary edits so that DAP language is included along with welcoming of individuals with disabilities. Examples are in the Google Classroom assignment. The Best Practices Rationale states what must be included.	MD Accreditation Standards Best Practices Rationale	Principal	December 2023
1.1.2 Program Evaluation	Complete process for program evaluation, conduct annual program evaluation, and create goals for on-going improvement (Program Improvement Plan)- *Nicole will upload	CLASS Outside Contractor	ELO	March- April 2024
1.2.1 Communication	Submit staff meetings with rolling agenda minutes. Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation. Information can include prek updates, updates about accreditation, developmentally appropriate practice etc. Share what's happening with the theme, skills, DAP, assessments, family engagement, accreditation Need staff schedule	Pedagogy Guide Accreditation Information	Principal Teacher	January-April 2024
1.2.2 Staff Evaluation and Ongoing Supervision	-Email staff evaluations to Nicole (both teachers and paras), if off cycle the observation can be informal -Individual Staff development plans for teacher and paras (this will be provided)	Accreditation Information FFT Evaluations	Principals Teachers Paraprofessionals	January-March 2024
1.2.3 Qualifications: Early Childhood Educator (P)	-staff qualifications form needs completion (paras are added to this form)	MD teaching certificate	Teachers	Jan 9, 2024

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<p>1.3.1 Transition and Continuity of Service <i>within</i> program</p>	<p>Create a transition plan, including meetings and events between PreK and K. **with notes from the meeting</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"> 3 sample articulation transition cards from 2022-2023 (ASK-Joseph, Eliza, Wright) Completed by Willis Kindergarten Transition Night powerpoint for Families 	<p>Pedagogy Guide Transition Materials</p>	<p>Teachers Administrators</p>	<p>January-April 2024</p>
<p>1.3.2 Transition and Continuity of Service <i>between</i> Childcare</p>	<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> <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, outreach to local daycares re: prek enrollment 	<p>Pedagogy Guide Transition Materials MFN</p>	<p>Principal Teacher ELO</p>	<p>January - April 2024</p>
<p>1.3.3 Schedules & Routines</p>	<p>Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplar provided</p> <p>*Need completed schedule completed- post schedule in room for student use</p>	<p>CIM</p>	<p>Teacher</p>	<p>December 2023</p>

<p>1.3.4 Intentional Planning</p>	<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 *add cognitive transitions</p> <p>See sample lesson plans that were sent and notes provided in Google Classroom assignment</p>	<p>CIM Lesson Plan</p>	<p>Teacher Para Smith with do lesson plan (spring)</p>	<p>January-March 2024</p>
<p>1.3.5 Multiple Assessment Methods</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"> ● 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 	<p>Lesson Plan CIM CIRCLE Manual DIDM KReady ELA Platform</p>	<p>Teacher Para</p>	<p>January-March 2024</p>
<p>1.3.6 Assessment Strategies</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"> ● Evidence of completed assessment tools <ul style="list-style-type: none"> ● 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 	<p>CIRCLE ELA</p>	<p>Teacher</p>	<p>January-March 20234</p>
<p>1.4.1 Reporting</p>	<p>Upon completion, link PIP in staff, PTA and leadership meeting agendas. Staff meeting agenda/leadership team meetings include accreditation topics.</p>	<p>Agendas Sign-In Sheets</p>	<p>Principal Teacher</p>	<p>February-April 2024</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 (school wide Dojo page) ● Principals link documents to rolling staff agenda (staff) ● Add the Program Improvement Plan (PIP) and Program Evaluation Flyer to the school's website 			
2.1.1(a) Outdoor Learning Environment	Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues ** Add work orders for indoor and outdoor problems	building supervisor Teacher	Facilities	January 2024
2.1.1(b) Outdoor Environment: Organization of Space	gardening/ digging tools books for reading outside	Teachers Paras	PGCPS	January 2024
2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities	Purchase outdoor box/portable container for play for both classrooms. Add drawing and painting materials for outside, and musical instruments. Add materials for building to the portable wagon/container. Add sidewalk chalk & prop boxes for clothes and costumes to promote dramatic play.	Materials	ELO	March 2024
2.1.2(a) Indoor Environment: Safety	Please remove any clutter from both rooms. Store teacher materials	PGCPS	Teachers Paras	December 2023
2.1.2 (b) Indoor Environment: Organization of Space	<p>Spruce up "Safe Place" area for students. Calming areas in both classrooms are designated as a "Safe Place." Social stories, paper pencil with clipboard, Add books to multiple places in the room</p> <p>https://sites.google.com/pgcps.org/early-childhood-resource-site/classroom-environment-resources/centers?authuser=1 https://docs.google.com/document/d/1Tt8wYBOLRMGzUh04CyeXvS1ztLMEextwWuHIVbBazW0/edit Pictures from Past Accreditation Cycles</p>	ECH Website	Teachers Paras	December 2023

<p>2.1.2 (c) Indoor Environment: Intentional Learning Opportunities</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</p>	<p>ECH Website Materials</p>	<p>Teachers, Paras, ELO</p>	<p>Jan-Feb 2024</p>
<p>2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment</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>Teachers, Paras</p>	<p>January-Feb 2024</p>
<p>2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching</p>	<p>Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction. Solutions Suitcase, problem solving cards, visual supports posted, diverse books</p> <p>Post images of diverse people/groups - *Social Story for Mateo about book handling</p>	<p>CSEFEL Early Childhood Website</p>	<p>Teacher ELO</p>	<p>Feb 2024</p>
<p>2.1.4 Technology (P)</p>	<p>Help students get used to typing their passwords</p>	<p>Materials Hatch Software</p>	<p>Principal Teachers Para IT T3/Help Desk</p>	<p>January 2024</p>
<p>2.3.1 Curriculum Content</p>	<p>Attend C4L & CLASS PDs and collaborative planning. Incorporate math, reading, science and other academic areas in all centers. Include authentic writing materials in all centers. C4L learning centers: activities should be embedded into centers</p>	<p>Schedule Lesson Plan</p>	<p>Principal Teacher</p>	<p>January 2024</p>
<p>2.3.2 Social Foundations</p>	<p>Print and use CSEFEL and Conscious Discipline materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.). Classroom rules that are child friendly posted I Can Use My Words Social Stories CLASS Emotional Support and Teacher Sensitivity domains, SEFEL strategies, C4L solutions suitcase</p>	<p>CSEFEL Print and use CSEFEL and Conscious Discipline materials and visual cues</p>	<p>Teacher ELO</p>	<p>January 2024</p>

		(Circle Time Checklist, Feelings Wheel, Social Stories, etc.).		
2.3.3 Executive Function	<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> <p>Work on center management system</p>	CSEFEL PEIP Website Lesson Plans	Teacher	January 2024
2.3.4 (a) Language Arts: Listening & Speaking	<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>Increase vocabulary use from books and units</p>	PGCPS Reading Toolkit ECH Website	Teachers Para	January-March 2024
2.3.4 (b) Language Arts: Reading	<p>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.</p> <p>More fingerplays and rhyming songs</p> <p>2-3 books in library for each child</p> <p>Add to the richness & complexity of your text by adding a variety of genres and forms of print text.</p>	Scholastic Magazine Informational Text Pedagogy Guide	Teachers Paras ELO	Jan-March 2024
2.3.4(c) Language Arts: Writing	<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.</p> <p>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.</p>	ECH website materials (order velcro for abc wall)	Teachers Paras ELO	Jan- March 2024
2.3.5 Mathematics	<p>Provide and post opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc.</p> <p>Use vocabulary throughout the day</p> <p>Math questioning, math in all domains, C4L learning centers</p>	Pedagogy Guide	Teachers Paras	Jan- Feb 2024

<p>2.3.6 Science</p>	<p>Explore more outside, C4L Learning centers 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>Teachers Paras</p>	<p>Jan-Feb 2024</p>
<p>2.3.7 Social Studies</p>	<p>Create a map of our classroom with students. Work to incorporate pamphlets, cook books, magazines, newspapers, trade books,</p>	<p>Materials</p>	<p>Teachers Paras</p>	<p>January - Marsh 2024</p>
<p>2.3.8 Fine Arts</p>	<p>Have different genres of music playing as the students play at centers. Consider incorporating various genres of music into the children's daily routine. Real artwork on display, architecture</p>	<p>CIRCLE CIM C4L</p>	<p>Teachers Paras</p>	<p>January- March 2024</p>
<p>2.3.9 Physical and Health Education</p>	<p>Post visual cues of routines and procedures in centers/classroom. Remake/Post hand washing cues. Provide fine motor activities daily (create center). ** Look for gross motor center location</p>	<p>CSEFEL PEIP Website Materials</p>	<p>Teachers ELO</p>	<p>February 2024</p>
<p>2.4.1/2.4.2 Learning through Play/Independent Learning Exploration</p>	<p>Provide authentic visuals and materials in all centers; available daily. Make sure C4L project-based themes are reflected in centers. Teacher and Para join children in centers, scaffolding learning goals.</p>	<p>CIRCLE ELO Website</p>	<p>Teachers Paras</p>	<p>December- January 2024</p>
<p>2.4.3 Authentic Learning (P)</p>	<p>Include opportunities for children to share prior experiences and interests daily. Make sure children's interests are reflected in the lesson plan (think-pair-share, choice, etc.)</p>	<p>Lesson Plan Child Interests Surveys</p>	<p>Teachers Paras</p>	<p>December - Jan 2024</p>
<p>2.4.4 Instructional Strategies (P)</p>	<p>Post center questions Questioning and conversations included in daily lessons and interactions. Identifying Science investigation focus for the week for centers Planning ways to involve ML students</p>	<p>Center Question Cards</p>	<p>Teachers Paras</p>	<p>December 2023</p>
<p>2.4.5 (a) and 2.4.5 (b) Management Strategies: Transitions</p>	<p>Create cognitive transition cards to post in existing visual schedule Use positive behavior supports throughout the daily interactions. 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>Teachers Paras</p>	<p>January 2024</p>

Behaviors				
<p>3.1.1 Communication with Families (P)</p>	<p>Parent Newsletters (monthly/weekly) Plan and implement Pre-k family nights. (, Kindergarten Transition) Connect for Learning Family Unit Newsletters Unit projects to communicate with families. Parent and family handbook Communication should focus on information provided to parents about child development, school activities, progress, supports provided etc.</p>	<p>C4L Family Unit Newsletters RAR</p>	<p>Principal Registrar Teachers Paras</p>	<p>January- April 2024</p>
<p>3.1.2 Supporting Child Development (P)</p>	<p>Continue to collect all agendas and sign-ins from trainings/activities that involve parents: i.e., Transition to Kindergarten Night, and any School-wide Literacy, Science, Math Family Nights conducted by the school that impacts pre-k Ask about family events Collect all flyers, invitations, agendas and sign-ins from trainings. Please upload any school readiness materials that are shared with families, with a comment to explain. Do you have the back to school night agenda?</p>	<p>Transition to Kindergarten Family Nights</p>	<p>Principal Teachers Paras</p>	<p>November 2023- May 2024</p>
<p>3.1.3 Communication of Assessment Information (N)</p>	<p>From October 10 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 conference sign in sheet (in February), upload 3 signed by parents samples P/T conference forms for 2nd conference in February.</p>	<p>ELA P/T conference form</p>	<p>Teachers Paras</p>	<p>October 2023 - March 2024</p>
<p>3.1.4 Family Engagement and Involvement (P)</p>	<p>Collect evidence of all school family engagement activities that include PreK: Agendas/sign-in sheets & flyers for training/workshops provided for families (r, School-wide “Content” specific Family Nights, Transition to Kindergarten Night) etc. Check with your family engagement personnel about events -Ms. Parilla</p>	<p>Agendas Flyers Parent Sign-in Sheets</p>	<p>Principal Teachers Paras Ms.Parilla</p>	<p>December 2023- April 2024</p>

<p>3.1.5 Community Engagement and Involvement (P)</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.</p>	<p>PGCPS PGCMLS Parks & Rec Churches Food Banks</p>	<p>Principal Parent Liaison Mr. Books</p>	<p>January -April 2024</p>
<p>3.1.6 Evaluation (N)</p>	<p>Collect parent surveys on program evaluation. Share Parent Survey results with: leadership team, prek families, link to school’s website or Dojo for all community stakeholders</p>	<p>rolling agendas screenshots of school website emails</p>	<p>ELO Principal Teachers Paras</p>	<p>May 2024</p>