

| **Maryland Accreditation Program Improvement Plan** |
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| **Program:** Public PreKindergarten  **Provider:** Robinson, Cook, Haddis, and Frierson  **School Name:** Hillcrest Heights Elementary | | **License/Registration #:** | **Date Created:** 1/3/23 |
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| **Age/Grade Level:**  **(Check all that apply)** | **Child Care:**  ❒Infant/Toddler❒Preschool  ❒ School-Age | **Public School:**  ✔ 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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| **CLASS**  **(Instructional Support):**  **Quality of Feedback** | Work on providing information to expand or clarify students’ learning. Work on providing encouragement or affirmation to students. Work on focusing attention on effort and explicitly recognize students’ efforts by saying things like, “Wow, you are really trying hard to figure things out”, “Tell me about your painting\_ How did you decide to put birds in the picture?” or “Wow, you made a lot of different colors on your picture with the tissue paper. How did you do that?” If a student is frustrated, offer reinforcement and encouragement by making statements such as, “That looks hard. Keep going because I think you can do it!” Additionally, go beyond simply saying that a response is correct or incorrect. Expand on an initial student behavior or response. Try to provide clarification after a student gives a partially correct or incorrect response. Work on developing very specific feedback that is individualized to specific students or contexts of learning rather than providing the general statements of “good job”. Work on developing frequent “feedback loops- back and forth exchanges between the teacher and students. Work on responding to a student’s comment, action or performance by engaging with the student in a sustained back-and- forth exchange with the intention of helping him or her really understand ideas or get to the correct answer. Persist in these efforts rather than stopping with one clarifying comment. Ask questions that help the student engage in the discussion of his or her work, which promotes further learning and thinking on the part of the student. Prompt students to explain their thinking and rationale for responses and actions. In response to students’ comments or actions, ask “why” questions that prompt the students to explain their thinking. This type of feedback helps all students in the classroom understand the process of learning. Scaffold for students who are having a hard time understanding a concept, answering a question, or completing an activity. In scaffolding, you will acknowledge where the child is “starting” and provide the necessary level of support to allow the student to succeed or complete a task. This may be in the form of hints or assistance. For example, provide the student with the necessary resources and/or ask the student additional questions that will lead him or her to the answer. | C4L Curriculum  CLASS Dimensions Guide | **Teacher**  **Para** | **January-March 2023** |
| **CLASS:**  **Concept**  **Development** | Work on developing and relating concepts and connecting them to students’ actual lives. Make consistent and intentional efforts to make learning meaningful by helping students apply their thinking to real-world events and by covering concepts and ideas that are a part of their everyday experiences. Connect new learning to previous experiences and lessons taught in the classroom. Consistently link concepts and activities to one another and to previous learning. Make an active effort to link together different concepts that the students have been studying or ties together multiple concepts with a single lesson. Provide opportunities for students to be creative and/or generate their own ideas and products. Make use of brainstorming as a way to get students thinking. Help students generate plans about how they will spend their time or how they will go about a particular task by asking questions such as, “What will you starton?” or “Tell me how you are going to work together on this. Finally, use discussion and activities that encourage analysis and reasoning. Consistently use strategies that get students thinking about the how and why of learning rather than simply encouraging memorization of isolated facts. | C4L Curriculum  CLASS Dimensions Guide | **Teacher**  **Para** | **January-March 2023** |
| **CLASS:**  **Language Modeling** | Ask open-ended questions, versus closed-ended questions that allow children to elaborate on responses. Focus on why, how questions so that students can expand on and explain their responses. There should be frequent conversations happening in the classroom between students and among the teacher and students that promote opportunities for language use. Initiate conversations with students. Engage in a natural flow in the exchange of information during center time and other periods of time that encourages children to converse and make them feel they are valued conversational partners. In a high quality language environment, the teacher focuses first on students’ attempts to communicate, and then builds directly on it. You accomplish this by often repeating or extending the students’ responses. In this way you affirm what the child has said, but also build upon by modeling more complex language. Work on mapping out your own actions (self-talk) and the students’ actions (parallel talk) through language and description. Ex) “I’m going to give you each ten cookies. I’m opening the bag…Now I’m handing them out in a circle, one to each of you. Now I’m turning off the light. I am going to get a book to read. I am walking to the library and trying to find a good book, etc.” (self-talk) “You are walking nice and quietly in the hallway with your hands down by your side.” (Parallel talk) | C4L Curriculum  CLASS Dimensions Guide | **Teacher**  **Para** | **January-March 2023** |
| **School Readiness** | 28% of Kindergarten students were demonstrating readiness according to the 2021-2022 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. | EC Website  ELA  KRA  SKBs  K Ready Website | **Teacher**  **Para** | **January-June 2023** |

| **Standards/ Indicators** | **Self –Appraisal Rating** | **Improvement Strategies** | **Resources** | **Person Responsible** | **Timeline/**  **Status** |
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| **1.1.2**  **Program Evaluation** | **Partially Met** | Complete process for program evaluation, conduct annual program evaluation, and create goals for ongoing improvement | CLASS  ECO | ELO | April 2023 |
| **1.2.1 Communication** | **Partially Met** | Staff Meeting Minutes and Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation - could be found in the staff minutes (highlight) or additional types of communication.  Staff Newsletter | Staff Meeting Rolling Agenda and Minutes  Staff Newsletter | Administrator  Teacher | On-Going/  Monthly |
| **1.2.2** | **Partially Met** | Provide Goal Setting and Individual staff development Plans if any teachers are on cycle  Complete annual staff evaluation tool • Upload Individual staff development plan • Upload Copies of staff observations  The program needs to upload a variety of the required evidence from more teachers/aides. An Individual staff development plan is needed for each staff member. | CLASS  MSDE Visit  EDoctrina  PDP Template | Teacher  Administrator  ECO/Teacher | February  2023 |
| **1.2.3**  **Qualification: Early Childhood Educator** | **Partially Met** | Add Job Description  Conditional Certification Plan/Documents | College Degree  Job Description | Haddis | February 2023 |
| **1.2.4**  **Qualifications: Assistant teacher** | **Partially Met** | Upload required para credentials | HIgh School Diploma  ParaPro | Paraprofessional | February 2023 |
| **1.2.5**  **Professional Support** | **Partially Met** | Professional Development Opportunities: Planned for the prekindergarten teachers based on their needs (staff development opportunities specifically for PK) | Collaborative Planning Agenda  PD Schedule | Teachers  ECO | March 2023  On-Going |

| **1.3.1**  **Transition and Continuity of Services within Program** | **Partially Met** | Include 2022-23 Process  **•** Written transition plan and activities  • Evidence of transition activities between Pk and K | Transition Materials | ECO  Teachers  Administration | January-April 2023 |
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| **1.3.2**  **Transition and Continuity of Services between Child Care Programs** | **Partially Met** | Create a transition plan, including meetings and activities between PreK and local childcare/Head Start.  Collect evidence of activities (i.e. inviting community providers to training/information nights, emails to families with young children, etc.)  This transition plan and activities are between programs that children are enrolled in and will be coming to your program in the next school year. e.g. family daycare, home, childcare centers located near your program, etc. Usually, that program will initiate the transition activity and you will use their request documents for your required documentation. Your program can also initiate transition activities. | Pedagogy Guide  Transition Materials  Maryland Family Network | Principal  Teachers  Judy Center | January- April 2023 |
| **1.3.3**  **Schedules and Routines** | **Partially Met** | Additional Evidence to Upload - lesson plans that reflect intentional planning for daily transitions.  Include all specials (music and P.E.) in the daily schedule if possible. | EC Website  Google Classroom | Teachers | March and April |
| **1.3.4**  **Intentional Planning** | **Partially Met** | On-going - Lesson plan reflects implementation of curriculum and includes IEP/CCMS goals.  Illustrate child interest and child initiated discovery in lesson plans. Explicitly name child-directed centers. Identify IEP goals and any enrichment or intervention activities.  Add Think-Pair-Share and transitions to plans. | CIM  Lesson Plan Sample | Teachers  Judy Center | January-March 2023 |
| **1.3.5**  **Multiple Assessment Methods** | **Partially Met** | On-going - Maintain student portfolios. Add anecdotal notes of three students/multiple standards.  Assessment results evident in the lesson plans.  • Written assessment plan  • Written plans reflecting differentiation of instruction based on assessment. | CIRCLE  ELA  Portfolios  DIDM  Lesson Plan | Teacher  Judy Center | February -April 2023 |
| **1.3.6 Assessment Strategies** | **Partially Met** | Include at least three samples per teacher of data collected/student work. Evidence collected should be ongoing to reflect beginning and middle of the school year  • Evidence of completed assessment tools  • Strengths and interests of children are reflected in instructional strategies, e.g. think-pair-share, cooperative learning, problem-solving, etc. (Highlight on lesson plans) | Portfolios  Anecdotal Notes | All Teachers | January - April 2023 |
| **1.4.1 Reporting** | **Partially Met** | Program Improvement Plan needs to be shared with staff, parents and governing body via documentation within School Improvement Team Meetings/Agendas  • Evidence that program evaluation and accreditation self-appraisal results were shared with staff, parents, and governing body  • Documentation from School Improvement Team Meetings | PDP plan  rolling agenda | Principal  All Teachers | March 2023 |
| **2.1.1(a)** | **Partially Met** | Courtyard where children have outdoor learning  No Shade/Playground needs replacement | PGCPS  Work Orders In | Building Supervisor  ECO | February-April 2023 |
| **2.1.2 (b)** | **Partially Met** | Upgrade Safe Place  Integrate Soft Material/Order Sensory Items for Calming | Conscious Discipline  EC Materials | Teachers | January 2023 |
| **2.1.2 (c)**  **Indoor Environment: Intentional Learning Opportunities** | **Partially Met** | Label all Materials (all sides); order labels  Theme boards evident (Project) Maintain current work; evidence of 3-D work, photos of center activities, writing and art samples | Environments  Lakeshore  C4L | Teachers  ECO | January - February 2023 |
| **2.3.4(a)**  **Language Arts: Listening & Speaking** | **Partially Met** | Additional opportunities need to be given to children to increase their vocabulary during read-alouds by introducing them to vocabulary in stories that may not be familiar. Questioning should be planned and present in lesson plans during all components of the day. | CLASS  C4L | Teachers | February-April  2023 |
| **2.3.4 (c)**  **Language Arts: Writing** | **Partially Met** | Place child book making materials in the writing center.  Create and display child generated books in centers.  • Needed in both classroom -Child generated books. | Circle Manual | Teachers | January - February 2023 |
| **2.4.4**  **Instructional Strategies** | **Partially Met** | Reminder: During reading to children is an opportunity to ask higher thinking questions about what was just read and to introduce unfamiliar vocabulary. | C4L Curriculum | Teachers | March-April  2023 |
| **2.4.5(a)**  **Management Strategies: Transitions** | **Partially Met** | During lessons, review with children prior to beginning a lesson the rules and routine of sitting and listening during when she is teaching, reading, etc.  •Paras should assist quietly as a reminder to children who choose to leave the lesson and wander in the classroom. | Teachers  Paras | Teachers/Paras | February-April  2023 |
| **3.1.1**  **Communication with**  **Families** | **Partially Met** | Need Registration, enrollment materials and parent/family handbook  Parent/Family Handbook- handbook needs to be specific to your program and give parents an insight into your program, highlights of special happening, and expectations, etc. for the whole year. | Registration Application | ELO  Principal  All Teachers  Judy Center | February - April  2023 |
| **3.1.2**  **Supporting Child Development** | **Partially Met** | Hold Learning Party parent trainings.  Collect all agendas and sign-ins from trainings.  • Evidence of family education and outreach containing information about child development and learning - need additional activities  • School readiness materials shared with families-need to indicate that materials were sent home or used as handouts at a parent program. | Raising a Reader  Ready at Five Resources | Teacher  Judy Center | On-Going  February- April  2022 |
| **3.1.3**  **Communication of Assessment Information** | **Partially Met** | Upload completed Progress Reports/Report Cards  • Conference Schedules (twice per year) | ELO Weekly Updates | Teachers | February 2023 |
| **3.1.4**  **Family Engagement and Involvement** | **Partially Met** | Work with Community Resource staff to collect and upload parent engagement documents  Additional evidence needed:  Policy handbook which outlines the decision making, grievance, problem-solving process. | Community School Resources  PGCPS | Teachers  Principal  Judy Center | March-April  2023 |
| **3.1.5**  **Community Engagement and Involvement** | **Partially Met** | Collect monthly school newsletters/communication providing information on community resources.  • Newsletters regarding community resources  • Evidence of partnerships with community programs and businesses  Refer to pages (pp.46-49, The Guide) as a resource. | PGCPS  PGCMLS | Principal  Teacher | March-April  2023 |
| **3.1.6 Evaluation** | **Partially Met** | Upload completed parent survey; include evidence parent survey results shared with parent advisory committee; Program/School Improvement Team; and/or governing body. | Evaluation | PGCPS  ECO | April-May 2023 |