



Maryland Accreditation Program Improvement Plan

Program Name: Robert R. Gray ES License # 16-1828 Date Created: 11/18/25

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, Portfolios/ Work Samples (NO WORKSHEETS), teacher	ECH website Cognitive ToyBox Hatch Connect4Learning Curriculum	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	August 2025- June 2026

		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	CLASS Teachstone	Accreditation & Licensing Office	Oct 2025-Jan 2026
4	1.2.1 Communication (P)	<p>Submit staff meetings with rolling agenda minutes. Build DAP and program planning in monthly staff agendas to be shared with all staff.</p> <p>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</p> <p>PreK Teachers should be sharing at each meeting to inform the staff of developmentally appropriate practices and the accreditation process they are going through.</p> <p>Pre accreditation information should be highlighted in yellow so it is easy for validators to see.</p>	Pedagogy Guide Accreditation Information	Principal Dr. Franklin Ms. Carmichael Ms. Salgado	Oct 2025-Jan 2026
5	1.2.2 Staff Evaluation and Ongoing Supervision (N)	<p>-Upload staff evaluations from last school year (both teachers and paras)</p> <p>-Individual Staff development plans for teacher and paras</p> <p>Observations for teachers and paras</p>	Accreditation Information FFT Evaluations	Principals Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Oct 2025-December 2025
7	1.2.4 Qualifications: Assistant Teacher (Para) (P)	<p>-Upload high school degree or highest degree or CDA for paras</p> <p>-staff qualifications form</p>	CDA Associates	Ms. Ayodele Ms. Rice	Sept 2025

9	1.3.1 Transition and Continuity of Service <i>within</i> program (N)	<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"> • 3 sample transition cards from 2023-2024 • Kindergarten Transition Night Event for Families (flyer) 	Pedagogy Guide Transition Materials	Ms. Carmichael Ms. Salgado Administrators Dr. Franklin Ms. Spivey	May 2025- June 2026
10	1.3.2 Transition and Continuity of Service <i>between</i> Childcare and public school (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.) 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 • 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	Dr Franklin Ms. Carmichael Ms. Salgado	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	Ms. Carmichael Ms. Salgado	Sept 2025 October 2025 Jan 2025
12	1.3.4 Intentional Planning (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 	CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	October 2025 and January 2026

		<ul style="list-style-type: none"> • “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 CANVAS 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 • CTB classroom report (provide the assessment used to inform differentiated small groups from lesson plan 	<p>Lesson Plan CIM CIRCLE Manual DIDM</p>	<p>Ms. Carmichael</p> <p>Ms. Ayodele (Ms. K)</p> <p>Ms. Salgado</p> <p>Ms. Rice</p>	<p>November 2025 & February 2026</p>
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>	<p>CIRCLE Assessments Work Samples</p>	<p>Ms. Carmichael</p> <p>Ms. Salgado</p>	<p>November 2025 & February 2026</p>

		<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	Principal Dr. Franklin Ms. Carmichael Ms. Salgado	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> <ul style="list-style-type: none"> • Remove weeds • Create a plan for wild life • There are empty planters in the outdoor space • A shade has been ordered 	building supervisor Teachers	Facilities Team	January 2026
17	2.1.1(b) Outdoor Environment: Organization of Space <i>(P)</i>	<p>gardening/ digging tools, pail books for reading outside- quiet play</p> <ul style="list-style-type: none"> • Structures for promoting sensory integration • Add soil to planters to support digging 	Materials	PGCPS Teacher Para	September 2025- January 2026
23	2.1.3 (b) Fostering Appreciation	Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction.	CSEFEL Early Childhood Website	Teacher Accreditation &	October 2025-Feb 2026

	Support for Diversity: Intentional Teaching (P)	<ul style="list-style-type: none"> Post images of diverse people/groups - This need to be provided from Office of Accreditation and Licensing 		Licensing Office	
26	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.).</p> <ul style="list-style-type: none"> Make sure the Solution Suitcase is visible and children know how to reference it. Continue to model how to use it as needed. 	CSEFEL Print and use CSEFEL and Conscious Discipline materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.).	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Sept 2025-January 2026
27	2.3.3 Executive Function (P)	<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> <ul style="list-style-type: none"> Add more to the kindness tree - Look for opportunities to capture kind acts. 	CSEFEL PEIP Website Lesson Plans	Ms. Carmichael Ms. Salgado	Sept 2025-May 2026
30	2.3.4(c) Language Arts: Writing (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.</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</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. Add content vocabulary words with pictures on a ring</p>	ECH website materials	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice ELO	Sept 2025-March 2026

		<ul style="list-style-type: none"> Will include more child generated books and add more writing materials 			
31	2.3.5 Mathematics (P)	<p>Provide and post opportunities of hands-on activities that support math concepts like counting, graphing, weighing, sorting, comparing, etc. Math graphs in the environment</p> <ul style="list-style-type: none"> Add math vocabulary words on rings 	Pedagogy Guide	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Sept 2025-March 2026
32	2.3.6 Science (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> <ul style="list-style-type: none"> Add science vocabulary with pictures on rings 	Materials Pedagogy Guide	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Oct 2025-Feb 2026
33	2.3.7 Social Studies (P)	<p>Create a map of the classroom with students. Put up other map from materials order</p> <ul style="list-style-type: none"> Poster from Accreditation Office Add variety of print materials Carmichael needs a globe 	See Example in Accreditation Look Fors Document	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	January - March 2026
34	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.</p>	CIRCLE CIM C4L Youtube World Music	Ms. Carmichael Ms. Ayodele (Ms. K)	January-March 2026

		Share an artist's work. Allow students to create their own interpretation of the work, and put it on display.		Ms. Salgado Ms. Rice	
41	3.1.2 Supporting Child Development (P)	<p>Continue to collect all agendas and sign-ins from trainings/activities that involve parents:</p> <p>i.e. Upload any parent trainings or workshops i.e. PreK Orientation, Back to School Night, Transition to Kindergarten Night, 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> <ul style="list-style-type: none"> School is still implementing family activities to support readiness. 	Back to School Night, PreK Orientation, Literacy Night, Math Night, Transition to Kindergarten Family Night, etc.	Principal Dr. Franklin Ms. Spivey Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Sept 2025-May 2026
42	3.1.3 Communication of Assessment Information (P)	<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)</p> <p>3 report card samples (when completed in January) upload 2nd parent teacher conference sign in sheet (in February),</p> <p>upload 3 signed by parents samples P/T conference forms for 2nd conference in February.</p>	Report card samples P/T conference form	Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	November 2025 - Feb & March 2026
44	3.1.5 Community Engagement and Involvement (P)	<p>Collect monthly school newsletters/communication providing information on community resources.</p> <p>Schools are required to provide evidence of partnerships with local daycare providers and their local public library</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</p>	PGCPS PGCMLS Parks & Rec Churches Food Banks	Principal Parent Liaison Team Lead	September 2025-April 2026

		announcements, etc.) Upload at least two announcements that contain information regarding community resources.			
45	3.1.6 Evaluation (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	rolling agendas screenshots of school website emails	ELO Principal Ms. Carmichael Ms. Ayodele (Ms. K) Ms. Salgado Ms. Rice	Nov 2025 & January 2026