

Maryland Accreditation Program Improvement Plan



Program/Provider/School Name: Waldon Woods ES Dr. Abubaker, Principal Ms. Stukes-Jones, Teacher Mrs. Watson, Paraprofessional		License/Registration #: 16-0914	Date Created: 10/25/2024
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
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 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,	ECH website SKBs	Ms. Stukes-Jones Mrs. Watson	January-March 2025

	Anecdotal Notes, Portfolios/ Work Samples (NO WORKSHEETS), teacher checklists, parent Input/reports, video, photos and audio samples.			
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	<i>March- April 2025</i>
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 share 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	Dr. Abubaker Ms. Stukes-Jones Mrs. Watson	<i>January-April 2025</i>

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NOVEMBER 2024

Maryland Accreditation Program Improvement Plan



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1.3.1 Transition and Continuity of Service <i>within</i> program (N)	Create a transition plan, including meetings and events between PreK and K. Please upload agendas and minutes of transition meetings and provide more evidence of communication with families regarding transition with the program. • 3 sample transition cards from 2023-2024 • Kindergarten Transition Night Event for Families (flyer)	Pedagogy Guide Transition Materials	Ms. Stukes-Jones Dr. Abubaker Ms. McCollum	January-Apr il 2025
1.3.2 Transition and Continuity of Service <i>between</i> Childcare (N)	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: • 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. Abubaker Ms. Stukes-Jones	January - April 2025
1.4.1 Reporting (P)	Upon completion, schedule meetings to share program evaluation with school staff and PTA. Staff meeting agenda/leadership team meetings include accreditation topic. Please provide evidence that program evaluation, program Improvement Plan (PIP) and accreditation self-appraisal results were shared with staff, parents, and governing body. • 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	Dr. Abubaker Ms. Stukes-Jones	February-A pril 2025
2.1.1(a) Outdoor Learning Environment	Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues	building supervisor Teachers	Mr. Newman Ms. Stukes-Jones	January 2025

2.1.2(a) Indoor Environment: Safety (P)	Please remove any clutter from both rooms. Store teacher materials Make sure classrooms meet standards for safety, toxicity, construction, and cleanliness	Accreditation Look For's Video PGCPS Section 2: Please see Prek Accreditation Interactive Classroom Model	Ms. Stukes-Jones Mrs. Watson Mr. Newman	December 2024
2.1.3 (b) Fostering Appreciation Support for Diversity: Intentional Teaching	Provide social stories and CSEFEL strategies and include them on the lesson plan and daily instruction. Post images of diverse people/groups -	CSEFEL Early Childhood Website	Teacher Accreditation & Licensing Office	Feb 2025
2.3.2 Social Foundations	Print and use CSEFEL and Conscious Discipline materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.).	CSEFEL Print and use CSEFEL and Conscious Discipline materials and visual cues (Circle Time Checklist, Feelings Wheel, Social Stories, etc.).	Ms. Stukes-Jones Mrs. Watson	January 2025
2.3.4 (b) Language Arts: Reading (P)	Collect informational periodicals, visitor guide magazines, recipe cards, etc. Provide a variety of text. Bring in magazines, recipe books, pamphlets, menus, etc. Add environmental print in both classrooms. Add to the richness & 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, & flash cards.	Magazines Menus, Pamphlets Informational Text Pedagogy Guide	Ms. Stukes-Jones Ms. Watson	Jan-March 2025
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. Makes sure dictations are present on posted art work in both classrooms 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	ECH website materials	Ms. Stukes-Jones Mrs. Watson Ms. Burton	Jan- March 2025

	them in the library. Make sure to date the books. Add content vocabulary words with pictures on a ring			
2.3.5 Mathematics (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	Pedagogy Guide	Ms. Stukes-Jones Mrs. Watson	Jan- Feb 2025
2.3.6 Science (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	Materials Pedagogy Guide	Ms. Stukes-Jones Mrs. Watson	Jan-Feb 2025
2.3.7 Social Studies (P)	Create a map of the classroom with students. Put up other map from materials order	See Example in Accreditation Look Fors Document	Ms. Stukes-Jones Mrs. Watson	January - Marsh 2025
2.3.8 Fine Arts (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. Share an artist's work. Allow students to create their own interpretation of the work, and put it on display.	CIRCLE CIM C4L	Ms. Stukes-Jones Mrs. Watson	January- March 2025
2.4.4 Instructional Strategies (P)	Post center questions Questioning and conversations included in daily lessons and interactions. Identifying Science investigation focus for the week for centers	Center Question Cards	Ms. Stukes-Jones Mrs. Watson	December 2024
3.1.1 Communication with Families (P)	Parent Newsletters (monthly/weekly) Plan and implement Pre-k family nights. (Literacy and Math Nights, Kindergarten Transition) Connect for Learning Family Unit Newsletters Unit projects to communicate with families. Parent and family handbook Letter for Registration and Enrollment for Pre-K parents Upload School's website and twitter page and other social media platforms	C4L Family Unit Newsletters RAR	Dr. Abubaker Ms. Wimbish Ms. Stukes-Jones Mrs. Watson	January- April 2025

3.1.3 Communication of Assessment Information (N)	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.	report card samples P/T conference form	Ms. Stukes-Jones Mrs. Watson	October 2024 - March 2025
3.1.4 Family Engagement and Involvement (P)	Collect evidence of all school family engagement activities that include PreK: Agendas/sign-in sheets & flyers for training/workshops provided for families (School-wide "Content" specific Family Nights, PreK Orientation, Back to School Night, Transition to Kindergarten Night) etc.	Agendas Flyers Parent Sign-in Sheets	Dr. Abubaker Ms. Stukes-Jones Mrs. Watson	December 2024- April 2025
3.1.5 Community Engagement and Involvement (P)	Collect monthly school newsletters/communication providing information on community resources. Schools are required to provide evidence of partnerships with local daycare providers and their local public library 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) 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	PGCPS PGCMLS Parks & Rec Churches Food Banks	Dr. Abubaker Ms. Fernell Ms. Burton	January -April 2025
3.1.6 Evaluation (N)	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	Ms. Burton Dr. Abubaker Ms. Stukes-Jones Mrs. Watson	May 2025

Nov 1, 2024