Maryland Accreditation Program Improvement Plan

Program/Provider/School Name:	License/Registration #:	Date Created:
Cooper Lane ES Whitney Tarver (Accreditation Specialist- Central Office) Dr. Micah Pate - Principal Mrs. Walker-George - Assistant Principal Ms. LaKeisha Wallace -Prekindergarten Teacher Ms. Helena Eurolfan - Prekindergarten Teacher	16-0213	11-25-24

Age/Grade Level: (Check all that apply)	CHILD CARE:	PUBLIC SCHOOL
	❒ Infant/Toddler ❒ Preschool ❒School-Age	x❒ 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	ECH website SKBs	Ms. Eurolfan Ms. Wallace Ms. Cador	**January-March 2025**

	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.			
1.1.1 Philosophy (P)	Go back to the philosophy and make necessary edits so that DAP language is included along with welcoming of individuals with disabilities.	MD Accreditation Standards Best Practices Rationale	Dr. Pate	**December 2024**
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	*March- April 2025*
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 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. Pate	*January-April 2025*
1.2.2 Staff Evaluation and Ongoing Supervision (P)	-Upload staff evaluations (both teachers and paras) -Individual Staff development plans for teacher and paras	Accreditation Information FFT Evaluations	Dr. Pate Ms. Eurolfan Ms. Wallace Ms. Cador	*January-March 2025*

NOVEMBER 2024

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1.3.1 Transition and Continuity of Service *within* 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. Eurolfan Ms. Wallace Dr. Pate	**January-April 2025**
1.3.2 Transition and Continuity of Service *between* 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. Pate Accreditation Lead Teacher	January - April 2025

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. Eurolfan Ms. Wallace	**Feb 2025**
1.3.4 Intentional Planning (P)	Lesson Plans should Include the Following: ● 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 ● "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 See sample lesson plans that were sent and assignment notes provided in Accreditation Google Classroom assignment. Need a Plan from EACH teacher	CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template	Ms. Eurolfan Ms. Wallace Ms. Cador	**October 2024-March 2025**
1.3.5 Multiple Assessment Methods (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 Upload the following document: ● 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 ● ELA classroom report (provide the assessment used to inform differentiated small groups from lesson plan	Lesson Plan CIM CIRCLE Manual DIDM	Ms. Eurolfan Ms. Wallace Ms. Cador	**October 2024 -March 2025**

1.3.6 Assessment Strategies (N)	Continue to maintain student portfolios. Assessment results reflected in individualized lesson/small group. Use of informal assessments (i.e. anecdotal notes, checklists, etc.) Please upload the following evidence: ● 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	CIRCLE Assessments Work Samples	Ms. Eurolfan Ms. Wallace	**January-March 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. Pate Ms. Eurolfan Ms. Wallace	**February-April 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. Moore Ms. Eurolfan Ms. Wallace	**January 2025**
2.1.1(b) Outdoor Environment: Organization of Space	gardening/ digging tools, pail books for reading outside- quiet play	**Teachers Paras**	**PGCPS**	**January 2025**
2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities (N)	Purchased an outdoor wagon for play for all prek classrooms. ● Add **drawing and painting** materials for outside (sidewalk chalk, paper, crayons, pencils, markers, paint, brushes) ● musical instruments ● dance streamers ● Add materials for building ● costumes and puppets to promote dramatic play ● Add magnifying glasses, bug catchers (if available) & binoculars for investigations outside	**Materials**	Ms. Eurolfan Ms. Wallace Ms. Cador	**March 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. Eurolfan Ms. Wallace Ms. Cador	**December 2024**
2.1.2 (b) Indoor Environment: Organization of Space (P)	"Safe Place" should be an area for students to calm down. Should contain appropriate emotions books, breathing strategy posters, rug, pillow, feelings pictures, mirror, etc.	See Early Childhood Website for examples and more details	Ms. Eurolfan Ms. Wallace Ms. Cador	**December 2024**
2.1.2 (c) Indoor Environment: Intentional Learning Opportunities (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 Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students & reflect current learning goals.	ECH Website Materials Interactive PreK Classroom Map	Ms. Eurolfan Ms. Wallace Ms. Cador Accreditation & Licensing Office	**Jan-Feb 2025**
2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment (P)	Have students bring in cultural artifacts. Send home parent survey at the beginning of the year to gain insights into individual cultural differences. **Students complete ALL About Me posters, and keep those posters up for the remainder of the year to showcase students' diversity** 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.	**Cultural Artifacts Student Interest Surveys** **All About Me Posters Materials Order**	Ms. Eurolfan Ms. Wallace Ms. Cador	**January-Feb 2025**
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	Ms. Eurolfan Ms. Wallace Ms. Cador Accreditation & Licensing Office	**Feb 2025**

2.1.4 Technology (P)	Students are using Hatch educational software on their chromebooks. Classroom computers are available for students' use.	**Materials** **Hatch Software**	Dr. Pate Ms. Eurolfan Ms. Wallace **IT** **T3/Help Desk**	**January 2025**
2.3.1 Curriculum Content	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.	**Schedule** **Lesson Plan**	Dr. Pate Ms. Eurolfan Ms. Wallace	**January 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. Eurolfan Ms. Wallace Ms. Cador	**January 2025**
2.3.3 Executive Function	Use problem solving cards; discussion in social situations. Post visual cues in each center and use social-emotional problem solving suitcase from C4L. Use Conscious Discipline Strategies, and C4L lessons with Tucker Turtle. Include opportunities to engage in play throughout components of the day within lesson plans.	**CSEFEL** **PEIP Website** **Lesson Plans**	Ms. Eurolfan Ms. Wallace	**January 2025**
2.3.4 (a) Language Arts: Listening & Speaking (P)	Utilize speaking and listening tool kit. Provide daily opportunities for collaborative learning (think pair share, turn & talk, peer interview, book talk, etc.) Evident in lesson plans. Student dictations are posted While many listening and speaking strategies were observed in both classrooms, please ensure that daily opportunities for collaborative learning are evident in lesson plans. Reading Anchor charts from whole/small groups should reflect instructional strategies (ie KWL, predictions, word webs, lists, Venn Diagrams, comparing/contrasting, etc)	PGCPS Reading Toolkit ECH Website	Ms. Eurolfan Ms. Wallace Ms. Cador	**January-March 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. Eurolfan Ms. Wallace Ms. Cador	**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 them in the library. Make sure to date the books. Add content vocabulary words with pictures on a ring	**ECH website materials**	Ms. Eurolfan Ms. Wallace **ELO**	**Jan- March 2025**
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. Eurolfan Ms. Wallace Ms. Cador	**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. Eurolfan Ms. Wallace Ms. Cador	**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. Eurolfan Ms. Wallace Ms. Cador	**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.	CIRCLE CIM C4L	Ms. Eurolfan Ms. Wallace Ms. Cador	**January-March 2025**

	Share an artist's work. Allow students to create their own interpretation of the work, and put it on display.			
2.3.9 Physical and Health Education	Post visual cues of routines and procedures in centers/classrooms. Remake/Post hand washing cues. Provide fine motor activities daily (create center).	CSEFEL PEIP Website Materials	Ms. Eurolfan Ms. Wallace **ELO**	**February 2025**
2.4.1/2.4.2 Learning through Play/Independent Learning Exploration	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.	CIRCLE ELO Website	Ms. Eurolfan Ms. Wallace Ms. Cador	**December-January 2025**
2.4.3 Authentic Learning (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.)	Lesson Plan Child Interests Surveys	Ms. Eurolfan Ms. Wallace Ms. Cador	**December - Jan 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. Eurolfan Ms. Wallace Ms. Cador	**December 2024**
2.4.5 (a) and 2.4.5 (b) Management Strategies: Transitions Behaviors	Create cognitive transition cards to post in existing visual schedule Use positive behavior supports throughout the daily interactions. Locate cheer cards and incorporate them in daily use. Post and utilize CSEFEL strategy cards, stop and go activities, visual cues, etc. in centers.	All Day Long CD CSEFEL Conscious Discipline	Ms. Eurolfan Ms. Wallace Ms. Cador	**January 2025**
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. Pate Ms. Martinez Ms. Eurolfan Ms. Wallace Ms. Cador	**January-April 2025**
3.1.2 Supporting Child Development (P)	Continue to collect all agendas and sign-ins from trainings/activities that involve parents:	Back to School Night, PreK	Dr. Pate Ms. Eurolfan Ms. Wallace Ms. Cador	**November 2024- May 2025**

	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 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.	Orientation, Literacy Night, Math Night, Transition to Kindergarten Family Night, etc.		
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. Eurolfan Ms. Wallace Ms. Cador	**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. Pate Ms. Eurolfan Ms. Wallace Ms. Cador	**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. Pate Ms. Perez	**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	ELO Dr. Pate Ms. Eurolfan Ms. Wallace Ms. Cador	**May 2025**

Nov 1, 2024