



Maryland Accreditation Program Improvement Plan

Program Name: Beacon Heights ES License # 16-1907 Date Created: 11/21/25

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	Candice De Vaughn Alexis Antoinin	August 2025- June 2026

		checklists, parent Input/reports, video, photos and audio samples.			
2	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 Walker	Sept 2025
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)	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 Walker Candice DeVaughn	Oct 2025-Jan 2026
5	1.2.2 Staff Evaluation and Ongoing Supervision (P)	-Upload staff evaluations (both teachers and paras) -Individual Staff development plans for teacher and paras -Observations of teacher and para	Accreditation Information FFT Evaluations	Dr. Walker Candice DeVaughn Alexis Antoinin	Oct 2025-December 2025
9	1.3.1 Transition and Continuity of Service <i>within</i> program (P)	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	Pedagogy Guide Transition Materials	Candice DeVaughn Administrators	Aug 2025-June 2026

		Kindergarten Transition Night Event for Families (flyer)			
10	1.3.2 Transition and Continuity of Service between Childcare and public school <i>(P)</i>	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. Lila Walker Accreditation Candice DeVaughn	Sept 2025- Feb 2026
11	1.3.3 Schedules & Routines <i>(P)</i>	Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplars provided in Google Classroom	CIM	Candice DeVaughn	Sept 2025 October 2025 January 2026
12	1.3.4 Intentional Planning <i>(P)</i>	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)	CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template	Candice DeVaughn Alexis Antoinin	October 2025 and January 2026

		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			
13	1.3.5 Multiple Assessment Methods <i>(P)</i>	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	Candice DeVaughn Alexis Antoinin	November 2025 & February 2026
14	1.3.6 Assessment Strategies <i>(P)</i>	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	CIRCLE Assessments Work Samples	Candice DeVaughn	November 2025 & February 2026

		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>	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. Lila Walker Candice DeVaughn	Oct 2025 January 2026
16	2.1.1(a) Outdoor Learning Environment <i>(P)</i>	Get work orders placed on the Accreditation Work Orders spreadsheet to address any issues - Is it possible to add outdoor trash cans to the playground - Organize materials in the shed so it is accessible for students	building supervisor Teachers	Sylvia Ramos	January 2026
17	2.1.1(b) Outdoor Environment: Organization of Space <i>(P)</i>	- Add gardening/ digging tools, pail - books for reading outside- for quiet play	Materials	PGCPS Candice DeVaughn Alexis Antoinin	September 2025- January 2026
18	2.1.1 (c) Outdoor Environment: Intentional Learning Opportunities <i>(P)</i>	Purchased 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	Materials	Candice DeVaughn Alexis Antoinin	September 2025- January 2026

		Add magnifying glasses, bug catchers (if available) & binoculars for investigations outside			
19	2.1.2(a) Indoor Environment: Safety (P)	Please remove any clutter 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	Candice DeVaughn Alexis Antoinin	September 2025- December 2025
21	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	Candice DeVaughn Alexis Antoinin Accreditation & Licensing Office	October 2025- January 2026
22	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. Bring puppets, posters and family photos from the the 2nd classroom	Cultural Artifacts Student Interest Surveys All About Me Posters Materials Order	Candice DeVaughn Alexis Antoinin	October 2025-Feb 2026
25	2.3.1 Curriculum Content (P or N)	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	Lila Walker Candice DeVaughn	October 2025- May 2026

		Work on quicker transitions on changing the room to reflect the new unit.			
27	2.3.3 Executive Function <i>(P)</i>	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. - Need more visual cues - Sand timers - Find the Solution Suitcase and place it out and continue to scaffold how to use the strategies to support problem solving	CSEFEL PEIP Website Lesson Plans	Candice DeVaughn	Sept 2025-May 2026
29	2.3.4 (b) Language Arts: Reading <i>(P)</i>	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. - Choral reading of nursery rhymes - Work on participating in finger plays with students	Magazines Menus, Pamphlets Informational Text Pedagogy Guide	Candice DeVaughn Alexis Antoinin	Sept 2025-March 2026
30	2.3.4(c) Language Arts: Writing <i>(P)</i>	Ensure a variety of materials are available in the writing center. Replenish materials as needed 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	ECH website materials	Candice DeVaughn Alexis Antoinin ELO	Sept 2025-March 2026

		place them in the library. Make sure to date the books. Add content vocabulary words with pictures on a ring			
31	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 Add cookbook to dramatic play and measuring tools.	Pedagogy Guide	Candice DeVaughn Alexis Antoinin	Sept 2025-March 2026
32	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	Candice DeVaughn Alexis Antoinin	Oct 2025-Feb 2026
33	2.3.7 Social Studies (P or N)	Create a map of the classroom with students. Put up other map from materials order Add newspapers	See Example in Accreditation Look Fors Document	Candice DeVaughn Alexis Antoinin	January - March 2026
34	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 YouTube Music Around the World	Candice DeVaughn Alexis Antoinin	January-March 2026
35	2.3.9 Physical and Health Education (P)	Post visual cues of routines and procedures in centers/classrooms. Remake/Post hand washing cues. Provide fine motor activities daily (create center). - Bring more items outside for children to explore - Organize the outdoor shed	CSEFEL PEIP Website Materials	Candice DeVaughn ELO	Sept 2025

39	2.4.5 (a) and 2.4.5 (b) Management Strategies: Transitions Behaviors (P)	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. • Work on improving wait time • "5 more minutes" • Visual time	All Day Long CD CSEFEL Conscious Discipline	Candice DeVaughn Alexis Antoinin	October 2025
42	3.1.3 Communication of Assessment Information (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) 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	Candice DeVaughn Alexis Antoinin	November 2025 - Feb & March 2026
44	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.	PGCPS PGCMLS Parks & Rec Churches Food Banks	Principal Parent Liaison Team Lead	September 2025-April 2026
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 Teachers Paras	Nov 2025 & January 2026

