

Maryland Accreditation Program Improvement Plan



Program/Provider/School Name: Bradbury Heights Elementary Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Paraprofessional) Michele Jones (Paraprofessional) Alvita Jeffers (Instructional Specialist) Yvette Faison (Vice Principal) Lynnette Walker-Crayton (Principal) Whitney Tarver (Accreditation Instructional Specialist)		License/Registration #: 16-0606	Date Created: 10/29/2024
Age/Grade Level: (Check all that apply)	CHILD CARE: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	PUBLIC SCHOOL <input checked="" type="checkbox"/> 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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<p>School Readiness</p>	<p>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, Anecdotal Notes, Portfolios/ Work Samples (NO WORKSHEETS), teacher checklists, parent Input/reports, video, photos and audio samples.</p>	<p>ECH website Cognitive ToyBox Hatch Connect for Learning</p>	<p>Alexandra Howard Riolina Capulong Michele Jones Rosetta Parker</p>	<p>January-March 2025</p>
<p>1.2.2 Staff Evaluation and Ongoing Supervision (P)</p>	<p>-Upload staff evaluations (both teachers and paras) -Individual Staff development plans for teacher and paras</p>	<p>Accreditation Information FFT Evaluations</p>	<p>Lynette Walker-Crayton (Principal) Yvette Faison (Vice Principal) Riolina Capulong (Teacher) Alexandra Howard (Teacher)</p>	<p><i>January-March 2025</i></p>

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<p>1.3.1 Transition and Continuity of Service <i>within</i> program (N)</p>	<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) 	<p>Pedagogy Guide Transition Materials</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher) Zenaida Oliva (Teacher-Kindergarten) Dacumos (Teacher-Kindergarten) Lynnette Walker-Crayton (Principal) Yvette Faison (Vice Principal)</p>	<p>January-April 2025</p>
<p>1.3.2 Transition and Continuity of Service <i>between</i> Childcare (N)</p>	<p>Create a transition plan, including meetings and activities between PreK and local childcare/Head Start.</p> <p>Collect evidence of activities (sign in sheets, emails, etc.)</p> <p>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 <ul style="list-style-type: none"> ● 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) 	<p>Pedagogy Guide Transition Materials MFN</p>	<p>Dr. Jeffers (Instructional Specialist Judy Center) Yvette Faison (Assistant Principal) Lynnette Walker-Crayton (Principal)</p>	<p>January - April 2025</p>

<p>1.3.3 Schedules & Routines (P)</p>	<p>Please ensure that lesson plans reflect intentional planning for daily transitions. Use the exemplars provided in Google Classroom</p>	<p>CIM</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher)</p>	<p>Feb 2025</p>
<p>1.3.4 Intentional Planning (P)</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 ● “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 Google Classroom assignment. Need a Plan from EACH teacher</p>	<p>CIM C4L Curriculum IEPs (if applicable) Lesson Plans Child Interest Surveys FFT template</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)</p>	<p>October 2024-March 2025</p>
<p>1.3.5 Multiple Assessment Methods (P)</p>	<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 ● ELA classroom report (provide the assessment used to inform differentiated small groups from lesson plan) 	<p>Lesson Plan CIM CIRCLE Manual DIDM</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)</p>	<p>October 2024 -March 2025</p>

<p>1.3.6 Assessment Strategies (N)</p>	<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>Please upload the following evidence:</p> <ul style="list-style-type: none"> ● Evidence of completed assessment tools <ul style="list-style-type: none"> ● 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 	<p>CIRCLE Assessments Work Samples</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher)</p>	<p>January-Ma rch 2025</p>
<p>1.4.1 Reporting (P)</p>	<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) <ul style="list-style-type: none"> ● Principals link documents to rolling staff agenda (staff) ● Add the Program Improvement Plan (PIP) and Program Evaluation Flyer to the school's website 	<p>Agendas Sign-In Sheets</p>	<p>Lynnette Walker- Crayton (Principal) Riolina Capulong (Teacher) Alexandra Howard (Teacher)</p>	<p>February-A pril 2025</p>
<p>2.1.2 (b) Indoor Environment: Organization of Space (P)</p>	<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.</p>	<p>See Early Childhood Website for examples and more details</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)</p>	<p>December 2024</p>
<p>2.1.2 (c) Indoor Environment: Intentional Learning Opportunities (P)</p>	<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</p> <p>Add labels to all shelves/containers/bins, etc Make sure displays are at eye level of students & reflect current learning goals.</p>	<p>ECH Website Materials Interactive PreK Classroom Map</p>	<p>Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para)</p>	<p>Jan-Feb 2025</p>

			Michele Jones (Para)	
2.1.3 (a) Fostering Appreciation Support Diversity: Learning Environment (P)	<p>Have students bring in cultural artifacts.</p> <p>Send home parent survey at the beginning of the year to gain insights into individual cultural differences.</p> <p>Students complete ALL About Me posters, and keep those posters up for the remainder of the year to showcase students' diversity</p> <p>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.</p>	Cultural Artifacts Student Interest Surveys All About Me Posters Materials Order	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)	January-Feb 2025
2.3.3 Executive Function	<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>	CSEFEL PEIP Website Lesson Plans	Riolina Capulong (Teacher) Alexandra Howard (Teacher)	January 2025
2.3.4 (a) Language Arts: Listening & Speaking (P)	<p>Utilize speaking and listening tool kit.</p> <p>Provide daily opportunities for collaborative learning (think pair share, turn & talk, peer interview, book talk, etc.) Evident in lesson plans.</p> <p>Student dictations are posted</p> <p>While many listening and speaking strategies were observed in both classrooms, please ensure that daily opportunities for collaborative learning are evident in lesson plans.</p> <p>Reading Anchor charts from whole/small groups should reflect instructional strategies (ie KWL, predictions, word webs, lists, Venn Diagrams, comparing/contrasting, etc)</p>	PGCPS Reading Toolkit ECH Website	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)	January-Ma rch 2025
2.3.4 (b) Language Arts: Reading (P)	<p>Collect informational periodicals, visitor guide magazines, recipe cards, etc. Provide a variety of text. Bring in magazines, recipe books, pamphlets, menus, etc.</p> <p>Add environmental print in both classrooms.</p> <p>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.</p>	Magazines Menus, Pamphlets Informational Text Pedagogy Guide	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para)	Jan-March 2025

			Michele Jones (Para)	
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	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)	Jan- March 2025
2.3.6 Science (P)	<p>Explore more outside.</p> <p>Provide more authentic materials in the science center for exploration.</p> <p>Integrate STEM in all centers.</p> <p>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>	Materials Pedagogy Guide	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)	Jan-Feb 2025
2.3.7 Social Studies (P)	<p>Create a map of the classroom with students.</p> <p>Put up other map from materials order</p>	See Example in Accreditation Look Fors Document	Riolina Capulong (Teacher) Alexandra Howard (Teacher) Rosetta Parker (Para) Michele Jones (Para)	January - Marsh 2025
2.4.4 Instructional Strategies (P)	<p>Post center questions</p> <p>Questioning and conversations included in daily lessons and interactions.</p> <p>Identifying Science investigation focus for the week for centers</p>	Center Question Cards	Riolina Capulong (Teacher) Alexandra Howard (Teacher)	December 2024

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