



Program Improvement Plan (PIP) Guidance and Form

A Program Improvement Plan (PIP) provides programs with an individualized guide for continuous quality improvement. Programs create PIPs by looking at assessment data (their own and public), gathering input (perhaps from children, families, and/or staff), and taking into account other priorities. Programs participating in Maryland EXCELS submit a PIP, along with a statement describing their process for developing it, to meet the requirements of Accreditation and Rating Scales (ACR 3) at levels 3-5 or Accreditation/Validation and Rating Scale (AVR 3) at levels 4-5.

The Maryland EXCELS Program Improvement Plan form is designed to help programs track progress and achieve program improvement goals. On the form, programs identify goals, categories the goals address, strategies for achieving the goals, persons responsible, timelines, and resources needed. As a tool for continuous quality improvement, the PIP should be reviewed on a regular basis and updated annually.

Required Categories:

- **Program Assessments:** The [Maryland EXCELS Self-Assessments](#), [Classroom Assessment Scoring System \(CLASS®\)](#), and [School-Age Care Environment Rating Scale \(SACERS\)](#) are program assessment tools designed for evaluating teacher-child interactions and guiding program improvement.
- **School Readiness** (not required for School-Age Only programs): School readiness means that a child is demonstrating the behaviors, skills, and knowledge that enable him or her to fully participate and succeed in school in the domains of Language and Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development. Use the [Kindergarten Readiness Assessment Reports](#) to see the readiness of children in your community.
- **Accreditation Standards** (levels 4 and 5 only): Programs that are seeking or have met state or national standards of program quality demonstrate additional commitment to continuous quality improvement to benefit children, families, and staff. Visit [Recognized Accrediting Organizations](#) and [Maryland Accreditation Standards](#) for more information.

Required Categories	ACR 3.3	ACR 3.4/AVR 3.4	ACR 3.5/AVR 3.5
Maryland EXCELS Self-Assessments/CLASS®/SACERS Include at least one goal for each Area/Domain/Subscale with an average score at or below	4.00 , based upon self-assessments uploaded to ACR 2	4.50 , based upon assessments conducted by MSDE assessors uploaded to ACR 2 or AVR 2	5.00 , based upon assessments conducted by MSDE assessors uploaded to ACR 2 or AVR 2
School Readiness Based upon:	School Readiness data from your county/city	School Readiness data from your county/city	School Readiness data from your county/city
Accreditation Standards Based upon:	No accreditation-related goal required	Accreditation self-study	Accreditation standards

Optional Categories:

- **Maryland EXCELS Standards:** Choose areas your program wants to focus on within the [Standards](#).
- **Additional Achievements:** Maryland EXCELS recognizes programs that provide services over and above those outlined in the Maryland EXCELS Standards. For more information, refer to the [Maryland EXCELS Additional Achievements](#).
- **Other Program Priorities:** Maryland EXCELS encourages programs to further individualize their PIPs by soliciting and considering input from program stakeholders – children, families, staff, members of the board, etc.

Sample Program Improvement Plan Goals:

Category	Goal	Goal Strategies	Person(s) Responsible	Start & End Dates	Resources Needed	Progress / Checkpoints / Status Updates
Maryland EXCELS Self-Assessment: Communication and Language	Teachers will talk with each infant while changing diapers.	Post examples of self-talk and open-ended questions by the diapering tables.	Director, teachers	Sept. 1, 2022 through May 31, 2023	Chart paper, marker, tape, sheet protectors	The director will review, update and replace the doc at the beginning of each month.
CLASS (Toddler): Instructional Support	Promote children’s cognitive and language development.	Engage children in more conversations throughout the day: feedback loops, open-ended questions (how, why), parallel talk, advanced language.	Director, teachers	Jan 1, 2023 through Dec 31, 2023	Trainer and training materials, method for documenting observations	Schedule Jan workshop for teachers with CCRC rep. Director to conduct classroom observations quarterly (Mar, Jun, Sep, Dec).
School Readiness: Language and Literacy	Read one book to a small group of children once a day.	Add “Read with the Teacher” as optional Center Time area.	Provider	January 1, 2023 through May 31, 2023	Purchase 10-15 new books	Rotate books in the reading area monthly.
Accreditation Standards: Fostering Appreciation and Support for Diversity: Learning Environment	Promote an awareness and appreciation of diversity in the classroom and larger community.	Ensure crayons reflect all skin tones. Add multi-cultural books to reading corner. Teach songs reflecting multiple cultures, including those of children enrolled.	Teacher	Sept. 1, 2022 through May 31, 2023	Purchase new books, as needed	Check crayon bins monthly. Identify, purchase new books and rotate monthly. Identify, learn new songs quarterly.



Program Improvement Plan (PIP) Form

Review the guidance above before completing this form.

Child Care Centers, Family Child Care Programs, and School-Age Only Programs: Upload the completed form to ACR 3 to meet the requirements of levels 3-5.

Public Prekindergarten Programs: Upload the completed form to AVR 3 to meet the requirements of levels 4-5.

Program Licensed/Registered Name or School Name: _____

License/Registration # or School ID: _____

Name of Person Completing PIP: _____ **Date:** _____

Reminder, the PIP must include the following categories:

- **Program Assessments:** Maryland EXCELS Self-Assessment(s), CLASS[®], and/or SACERS based upon the Summary Score Sheets or Summary Reports uploaded to ACR 2/AVR 2
- **School Readiness** (not required for School-Age Only programs)
- **Accreditation Standards** (to meet levels 4-5)

Statement of Process of Program Improvement

Describe the components considered and the steps taken to develop and implement the program's annual Program Improvement Plan. The statement may be typed below or uploaded to ACR/AVR 3 as a separate document.

Category	Goal	Goal Strategies	Person Responsible	Start & End Dates	Resources Needed	Progress / Checkpoints/ Status Updates