



# STRATEGIC PLAN 2026-2029



# FORWARD BY DESIGN

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ACCELERATION 2029

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# Message from the Superintendent and Board Chair

Prince George's County Public Schools stands at a defining crossroads. In a time of diminishing budgets, increasing expectations, and urgent needs across our communities, our vision for excellence must not weaken. It must become stronger, clearer, and more disciplined than ever. Forward by Design is our declaration that excellence in PGCPSS will not be accidental, uneven, or reserved for a fortunate few. Excellence must be built. It must be protected. It must be measured. It must be experienced by every child, in every classroom, in every school, every day. Period.

We are clear about the work before us. Our children deserve schools where the basics are mastered with urgency: reading, mathematics, and writing. These are not merely subjects; they are gateways to freedom, opportunity, and self-determination. A child who reads with power, writes with clarity, and reasons mathematically is a child better prepared to name the world, question the world, and help transform the world.

Yet we must also prepare our students for a future that is evolving before our eyes. They must learn to think critically, create boldly, collaborate across differences, and communicate with purpose. They must be ready not only for college and career, but for citizenship, leadership, entrepreneurship, service, and life. Our responsibility is not simply to help students graduate. Our responsibility is to ensure they graduate with the confidence, competence, and courage to pursue their highest aspirations.

This work requires us to confront a hard truth: our resources are limited, but our children's potential is limitless. We do not have a dollar to waste. We do not have a moment to lose. Every decision we make must be guided by a single moral question: does this advance the success, dignity, and future of our students?

Our children are worthy of investment. They are not line items in a budget. They are our collective promise. They are the sons and daughters of Prince George's County, carrying brilliance that must be nurtured, not neglected; challenged, not underestimated; celebrated, not contained. To invest in them is to invest in the future of our county, our state, and our nation. Forward by Design calls us to reduce variance across our system and build a district where excellence is not dependent upon ZIP code, school assignment, classroom placement, or family circumstance. It calls us to strengthen instruction, support our educators and leaders, expand access to rigorous opportunities, deepen family partnerships, and create an organizational culture rooted in safety, belonging, accountability, innovation, and trust. This is our challenge, and we accept it.

PGCPS will be the place where America sees that excellence and equity are not competing ideas. They are inseparable commitments. We will prove that a large, diverse, urban-suburban school system can move with urgency, act with integrity, and deliver results for all children.

We look forward to working alongside our students, families, educators, staff, Board members, community partners, and all who believe in the promise of public education. Together, we will make this plan more than words on a page. We will make it a lived reality. Together, we move Forward by Design.



**Dr. Shawn Joseph,**  
Superintendent, PGCPSS



**Brannndon D. Jackson**  
Board of Education Chair, District 6

**Dr. Shawn Joseph**  
Superintendent | PGCPSS

**Brannndon D. Jackson**  
Board of Education Chair, District 6 | PGCPSS

# Executive Summary

## INTRODUCTION

Prince George’s County Public Schools’ 2029 Strategic Plan charts the course for our district over the next three years, building on the insights, expertise, and aspirations of the many students, families, educators, and community members who contributed to its development. Collective voices shaped a plan that reflects our shared commitment to consistency, opportunity, and the conditions every student needs to thrive.

At its core, this plan centers on fostering excellence everywhere by ensuring that every student receives a high-quality education in a system that functions as a unified, coherent whole. Schools are not isolated sites, but interconnected communities where expectations are clear, supports are aligned, and learning conditions are dependable across every neighborhood. When coherence is strong, students experience stability in their learning, reducing the variance that creates barriers to success.

Sustained progress also relies on a workforce and organizational infrastructure capable of delivering high-quality experiences at scale. Effective leadership, skilled educators, and operational systems that support teaching and learning ensure that schools can respond to student needs consistently and maintain a focus on continuous improvement. When these elements are aligned, every student benefits from the district’s capacity to provide meaningful, equitable, and rigorous learning opportunities.

Equally important is the district’s partnership with families and communities, which must function as a two-way system of trust and information. Clear, reliable communication and responsive engagement practices strengthen shared understanding of student progress and school expectations. When families are meaningfully connected to schools, the entire system becomes more transparent, more responsive, and better able to support student learning over time.

The 2029 Strategic Plan sets the stage for meaningful change, shaped by the voices of our community and a commitment to opportunity, equity, and excellence for every student. Together, we embark on this journey, building on our shared vision for every student and moving **Forward by Design**.



## THE STRATEGIC PLANNING PROCESS

This strategic plan was developed through a collaborative process that engaged stakeholders across the school community in shaping a shared vision for the future. Guided by data, stakeholder input, and a commitment to continuous improvement, the process focused on identifying priorities, aligning resources, and creating clear goals that support student success and organizational excellence. The following phases outline the journey taken to develop this plan and the collective work that informed its direction.

### » **Phase 1 | Planning: Lay the Foundation**

- Reviewed state expectations as outlined in the Blueprint for Maryland's Future.
- Analyzed student performance, operational data, and system-wide trends.
- Reflected on actions taken during the previous Strategic Plan and identified strengths, challenges, and opportunities for improvement.
- Used the *PGCPS Strategic Priorities Senior Leadership Survey* to rank current and potential district-wide strategic priorities.
- Clarified the purpose, scope, and timeline of the strategic planning process.
- Identified key stakeholders for driving the process forward.

### » **Phase 2 | Discovery: Gather Insights & Identify Priorities**

- Held Interim Superintendent listening sessions and town halls with students, families, staff, and community partners.
- Analyzed climate and culture survey results.
- Synthesized qualitative and quantitative data to identify emerging themes and inform proposed priorities.

### » **Phase 3 | Engage: Stakeholder Collaboration & Visioning**

- Conducted focus groups with students, families, staff, and community partners.
- Shared summary data with district leadership and proposed priorities.
- Shared emerging themes with stakeholders and gathered additional insights through an input survey to validate/refine the proposed priorities.
- Identified trends and key takeaways to inform strategy development.
- Developed strategies, aligned actions, key metrics, and key stakeholders for future implementation.

### » **Phase 4 | Draft Plan: Develop & Refine Strategic Plan**

- Integrated feedback and aligned priorities into the Strategic Plan draft.
- Gathered input from district and school leaders to ensure alignment with the MSDE Blueprint Plan.
- Revised and shared the strategic plan draft with stakeholders for feedback.

### » **Phase 5 | Launch: Finalize & Implement the Plan**

- Incorporated final feedback in preparation for district-wide rollout.
- Finalized the strategic plan and submitted it for Board approval.
- Developed a communication plan for launching the new Strategic Plan.
- Published the new Strategic Plan.
- Developed an implementation and monitoring plan. (Ongoing)

## VISION, MISSION, CORE VALUES

**Vision:** Excellence everywhere. Every child. Every day.

**Mission:** To empower every student to achieve excellence by ensuring equitable access to high-quality learning, supportive environments, and transformative opportunities that promote each learner's strengths, identity, and limitless potential.



### Core Values:

1. **Students are our priority**, and all students can achieve at high academic levels.
2. Families, students, and educators have **shared responsibility** for student success.
3. **High expectations** inspire high performance.
4. All staff share the responsibility for a safe and supportive school environment, contributing to **excellence in education**.
5. The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community through **meaningful partnerships**.
6. **Continuous improvement** in teaching, leadership, and accountability is the key to achieving our vision.

## Fast Facts SY2026



**132,854**  
Students



**22,000**  
Employees



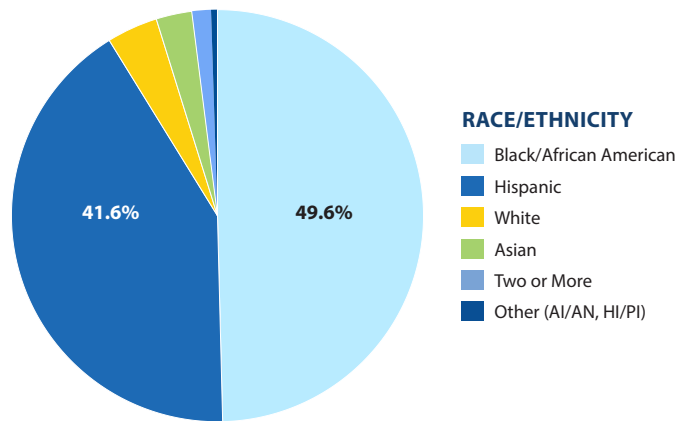
**200**  
Schools

## DISTRICT OVERVIEW

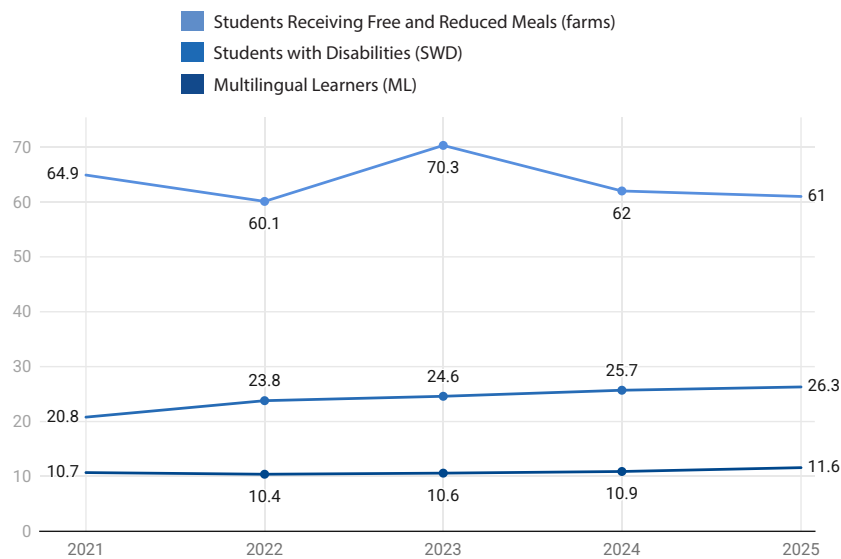
Prince George’s County Public Schools (PGCPS) is the 18th largest school district in the United States, serving 132,854 students across 200 schools and centers and employing more than 22,000 staff members near the nation’s capital. Reflecting the strength, diversity, and resilience of the communities it serves, PGCPS is committed to preparing every student for success in college, career, and life.

PGCPS is recognized for providing innovative and rigorous academic opportunities, including dual enrollment, career and technical education, and early college pathways that prepare students to compete and lead in a global society. Guided by the Board of Education’s commitment to equity and excellence, the district prioritizes ensuring that every student has access to high-quality instruction, meaningful learning experiences, and safe, supportive environments where they can thrive academically, socially, and emotionally. PGCPS champions innovation, accountability, and excellence to empower every learner for the future.

**STUDENT ENROLLMENT BY RACE AND ETHNICITY**

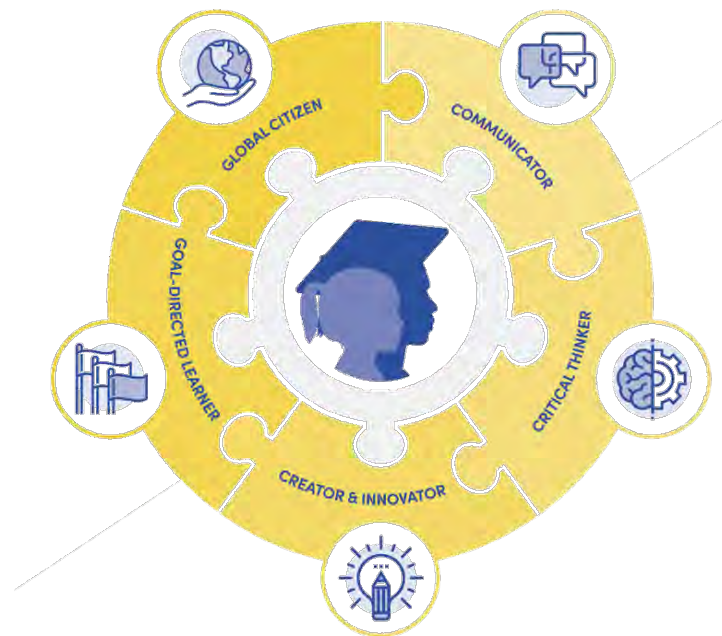


**STUDENT SERVICE GROUP ENROLLMENT OVER TIME, 2021-2025**



# Developing Tomorrow's Leaders

Prince George's County Public Schools is committed to preparing every student for success beyond graduation by providing meaningful learning experiences that build knowledge, character, and real-world skills. We believe students should leave our schools with the knowledge, skills, and confidence to pursue meaningful pathways that align with their strengths, passions, and goals. Through rigorous learning experiences, real-world opportunities, and strong support systems, we empower students to become adaptable, capable, and future-ready leaders.



Our vision is grounded in the Four E's of College and Career Readiness, ensuring that upon graduation, every student is prepared to confidently pursue a path that reflects their goals, talents, and aspirations.

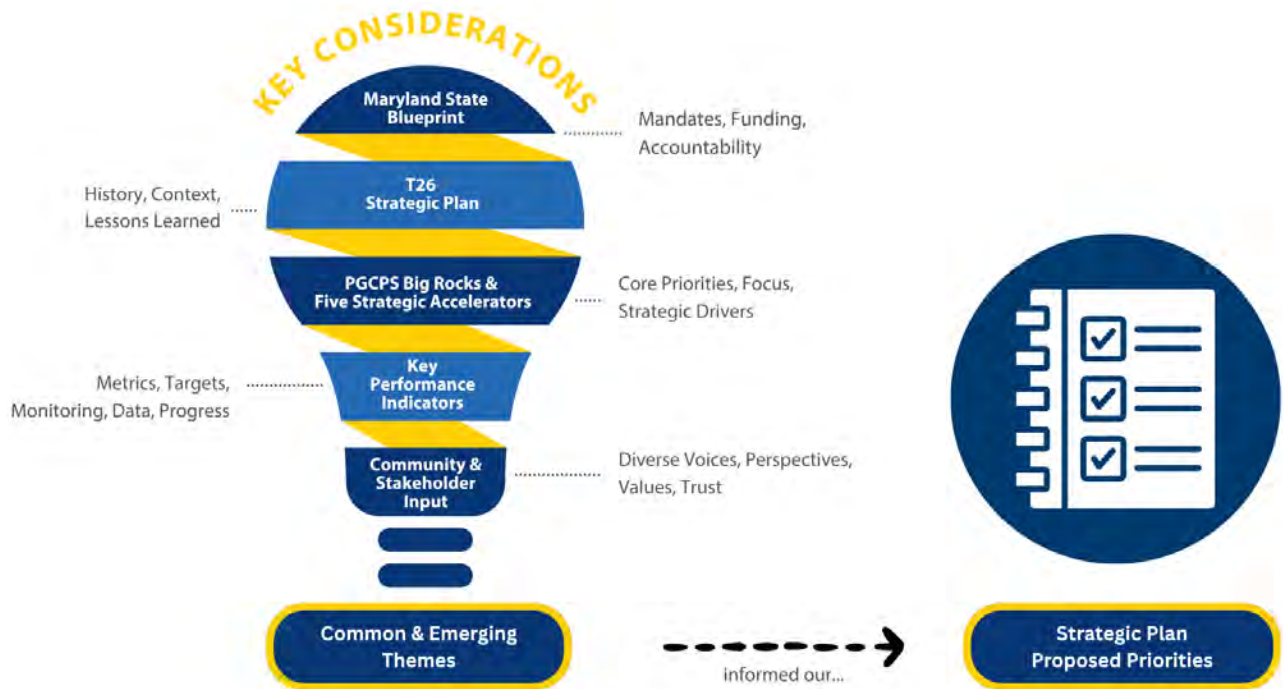
Whether through:

- » **Enrollment** in a college or university
- » **Employment** in a high-demand career
- » **Enlistment** to serve our nation through military service
- » **Entrepreneurship** — building, creating, and leading something of your own

By cultivating students who are critical thinkers, effective communicators, creative innovators, self-directed learners, and engaged global citizens, we prepare every learner to navigate an increasingly complex and connected world with confidence and purpose. Our students will graduate equipped to solve problems, collaborate with diverse perspectives, communicate effectively, and lead with integrity and resilience. Through these essential skills and dispositions, learners will be empowered not only to succeed in college, careers, military service, or entrepreneurship but also to make meaningful contributions to their communities and positively impact the world around them.

# Priorities, Focus Areas, Strategies

## WHAT INFORMED OUR PRIORITIES



## Snapshot of Priorities

**Priority 1: Student Success** – Ensure high-quality instruction and targeted support from early childhood through high school.

**Priority 2: Staff & Leaders (Workforce Development)** – Hire and support diverse, skilled staff and leaders who strengthen learning and create an inclusive, fair environment for all.

**Priority 3: Expanding Access to Programs** – Provide students with access to programs and resources that support learning and career readiness.

**Priority 4: Family and Community Partnerships** – Build strong partnerships with families and the community to support student success.

**Priority 5: Organizational Culture** – Support all stakeholders with clear systems that drive collaboration and performance.



# Priority Area 1: Student Success

**Our Commitment:** Ensuring every student reaches their full potential requires transforming the learning experience through personalized, future-ready opportunities. Our focus is on eliminating achievement gaps and fostering excellence in math and literacy to empower students to thrive in an evolving world.



## Priority Area 1: Student Success

Ensure high-quality instruction and targeted support from early childhood through high school.

### FOCUS AREAS

**Accelerate Math and Literacy Outcomes:** Provide targeted support from early childhood through high school to build a strong foundation in Mathematics and Literacy across all content areas.

**Strengthen Support for Diverse Learners:** Improve the quality of Special Education and services for Multilingual Learners (MLs).

**AI-Enhanced Personalized Learning & Achievement:** Use artificial intelligence to accelerate student growth through personalized learning pathways.

### STRATEGIES

- 1.1. Implement a systemic approach to professional learning that models high-quality instructional routines, builds understanding of the content, and provides structured practice to strengthen the Instructional Core (intentional interaction between teachers, students, and the content that deepens learning) across the district.
- 1.2. Expand/Use universal screeners (assessments) to provide early insights into student needs and guide timely, targeted instruction.
- 1.3. Strengthen the Pre-K to Kindergarten pipeline by aligning early learning to kindergarten readiness standards across all developmental domains (literacy, math, social-emotional development, and physical well-being).
- 1.4. Embed targeted language supports (Key English Language Development Strategies) for school and home across disciplines, aimed at accelerating academic language development for multilingual learners.
- 1.5. Implement a College and Career Readiness pathway tracking system with standardized monitoring and targeted interventions for all students in grades 9–12.
- 1.6. Enhance the General Supervision Special Education Monitoring Process through a tiered system of support framework that strengthens staff capacity through clear expectations, ongoing monitoring, and transparent reporting to ensure fidelity in high-quality implementation across the district.
- 1.7. Leverage approved AI platforms to deliver personalized feedback, differentiate instruction, and provide real-time academic support.

Blueprint for Maryland's Future: Pillars 1, 2, 3, & 4

## RATIONALE FOR FOCUS AREAS

### *Priority 1: Student Success*

#### **Focus Area: Accelerate Math and Literacy Outcomes**

##### **Why is this important?**

Accelerating student achievement in mathematics and literacy is essential to ensuring all students build strong foundational skills for future readiness. PGCPs has demonstrated recent improvement in Maryland Comprehensive Assessment Program (MCAP), English Language Arts (ELA) and Mathematics, reflecting the impact of ongoing instructional efforts. At the same time, more than half of our PreK students enter kindergarten without the foundational skills established by the kindergarten readiness standards, and a significant proportion of students are not yet meeting grade-level proficiency expectations. This underscores the importance of providing consistent, high-quality math and literacy instruction and targeted interventions from Pre-K through high school. Building literacy skills across all content areas is essential for ensuring students develop a strong understanding of both literary and informational texts, enabling them to think critically, communicate effectively, and succeed across disciplines. Evidence consistently links strong literacy and numeracy skills across grade levels to higher academic achievement, graduation rates, and college and career readiness (Engel de Abreu et al., 2020; National Institute for Early Education Research, 2023).

Building on these findings, stakeholder feedback from families, students, and staff highlighted the need for timely interventions, instructional consistency, and personalized learning throughout a student's educational journey. Strengthening math and literacy outcomes from early learning through high school is a critical step in responding to learners' needs and ensuring that every student remains on track for long-term success.

#### **Focus Area: Strengthen Support for Diverse Learners**

##### **Why is this important?**

The district's focus on advancing outcomes for diverse learners reflects its belief that every student deserves equitable access to rigorous instruction and meaningful support. Student achievement data highlight persistent disparities among student groups, particularly for multilingual learners and students with disabilities. Studies on inclusive and differentiated instructional practices demonstrate that targeted interventions and responsive support can significantly improve outcomes for diverse learners (Engel de Abreu et al., 2020).

Families, students, and staff consistently emphasized the importance of stronger academic and social-emotional support systems that address the needs of the whole child. Strengthening services for diverse learners will help ensure all students feel supported, challenged, and empowered to succeed.

#### **Focus Area: AI-Enhanced Personalized Learning & Achievement**

##### **Why is this important?**

Efforts to expand AI-enhanced personalized learning reflect a commitment to innovation, student engagement, and future readiness. Stakeholders consistently emphasized the importance of preparing students for success in an increasingly technology-driven world. Students expressed interest in more

interactive and personalized learning experiences, while educators identified a need for tools that support differentiated instruction and data-informed decision-making.

Emerging research indicates that AI-supported learning tools can improve student engagement, provide targeted feedback, and accelerate academic growth when paired with effective teaching practices (Bang et al., 2023; Hwang, 2022). Strategic integration of AI can expand personalized learning opportunities, strengthen instructional support, and help prepare students for college, careers, and life in a rapidly evolving global economy.

“Focus more on teaching in ways that connect what we learn to real life college and career paths so we can better understand why it matters and how to use it **beyond the classroom.**”

- Student



## KEY PERFORMANCE INDICATORS

1. Percentage of kindergarten students scoring established skills in early literacy for each student group\*.
2. Percentage of kindergarten students scoring established skills in math for each student group\*.
3. Percentage of Kindergarten students who attended PGCPs PreK meeting the state standard for Kindergarten readiness in early literacy.
4. Percentage of Kindergarten students who attended PGCPs PreK meeting the state standard for Kindergarten readiness in math.
5. Gaps in kindergarten readiness between student groups\*.
6. Percentage of grade 3 students scoring proficient in reading.
7. Percentage of grades 3-8 students scoring proficient in reading.
8. Percentage of grade 5 students scoring proficient in mathematics.
9. Percentage of grades 3-8 students scoring proficient in mathematics.
10. Percentage of grade 8 students scoring proficient in science.
11. Proficiency rates on all state assessments for each student group\*.
12. Gaps in proficiency on all state assessments between student groups\*.
13. Percentage of students who meet the CCR standard by the end of 10th grade in each student group\*.
14. Percentage of students who meet the CCR standard by high school graduation in each student group\*.
15. Percentage of PGCPs students who graduate high school in four years.
16. Percentage of 9th graders earning four or more credits in English, Math, Science, Social Studies, and World Language.
17. Percentage of stakeholders agreeing that [their school/the district] prepares students for success in college or a career.
18. Percentage point growth in proficiency on all statewide assessments among students attending community schools that receive a per-pupil grant.
19. Percentage of multilingual learners demonstrating progress in English language proficiency from the previous school year.
20. Percentage of teachers agreeing that strategic use of AI tools supported scaffolded instruction. or align students on their learning pathways.
21. Percentage or number of students reporting receiving helpful personalized feedback on assignments.
22. Percentage of students actively using an approved AI platform for academic support, personalized feedback, and differentiated instruction.

\* KPI results will be disaggregated by student group in the reporting.

“I think it is so important **when a teacher really knows their subject** and can explain it in multiple ways.”

- Student



# Priority Area 2: Staff & Leaders

**Our Commitment:** Building a strong, highly skilled workforce is essential to drive student success. Through robust professional learning and clear career pathways, our team invests in the continuous growth and expertise necessary to support every learner.



## Priority Area 2: Staff & Leaders

**Hire and support diverse, skilled staff and leaders who strengthen learning and create an inclusive, fair environment for all.**

### FOCUS AREAS

**Recruit and Retain Diverse Staff:**

Prioritize recruiting, supporting, and retaining a highly effective, diverse staff through professional growth opportunities and workplace conditions that promote retention.

**Ensure High-Quality Onboarding and Mentoring:** Provide consistent, high-impact onboarding and effective mentoring, as well as professional development programs, for all staff.

**Build a Robust Talent Pipeline:**

Offer differentiated, job-embedded professional learning and establish clear development pathways for aspiring leaders.

**AI-Driven Workforce Capacity & Instructional Innovation:** Build staff capacity to effectively integrate AI into teaching, leadership, and operations through targeted training, continuous learning, and innovation-focused professional development.

### STRATEGIES

- 2.1. Standardize clear advancement pathways and credentialing supports that accelerate professional growth and leadership readiness at all levels.
- 2.2. Design and implement a strategic district-wide recruitment, hiring, and retention plan to attract, support, and sustain a diverse, high-quality workforce.
- 2.3. Promote a streamlined, centrally aligned professional learning system that accelerates instructional quality, reduces variance across schools, and builds a culture of continuous growth for all employees.
- 2.4. Cultivate internal talent pipelines to drive succession planning and long-term retention.
- 2.5. Develop and implement a professional learning framework that increases staff efficiency and empowers staff to integrate AI into instruction and daily operations.

**Blueprint for Maryland's Future: Pillar 2**

## ***Priority 2: Staff & Leaders (Workforce Development)***

### **Focus Area: Recruit and Retain Diverse Staff**

#### **Why is this important?**

Recruitment and retention efforts reflect the district's commitment to cultivating and sustaining a workforce that reflects the diversity, strengths, and experiences of the students they serve. PGCPS continues to make important investments in attracting and supporting high-quality educators and staff while navigating national teacher shortages and increasing competition for talent. These workforce challenges reinforce the importance of strengthening recruitment, hiring, and retention strategies to ensure all students have access to effective and well-supported educators.

A strong body of research links teacher diversity, workforce stability, and educator effectiveness to improved student achievement, stronger school climate, and increased student engagement (Carver-Thomas, 2018; Gershenson et al., 2021). Stakeholder input underscored the role educators play in building meaningful relationships with students and fostering a sense of connection and consistency within schools. Feedback also emphasized the need for accountability and confidence that educators and leaders are well-prepared to support student success. By investing in recruitment and retention, the district can continue building stable, supportive, and high-performing learning environments where both students and staff thrive.

### **Focus Area: Ensure High-Quality Onboarding and Mentoring**

#### **Why is this important?**

District data indicate that approximately 25–33% of teachers are either novice teachers or teaching outside of their certification area, increasing the need for strong instructional support systems. While many educators bring dedication, talent, and potential to their roles, these conditions make comprehensive onboarding, mentoring, and ongoing professional learning especially important.

Research on educator development consistently finds that high-quality induction programs, instructional coaching, and job-embedded professional learning improve teaching effectiveness, increase confidence, and strengthen retention rates (Ingersoll & Strong, 2011; Learning Policy Institute, 2017). Educators and school leaders shared that strong onboarding, mentoring, and sustained coaching are essential not only for instructional effectiveness but also for building confidence, enhancing job satisfaction, and supporting retention. Strengthening onboarding and mentoring systems will ensure staff members feel prepared, supported, and empowered to drive positive student outcomes.

### **Focus Area: Build a Robust Talent Pipeline**

#### **Why is this important?**

The district's focus on building a robust talent pipeline reflects a commitment to developing strong instructional and leadership capacity across all levels of the organization. Staff consistently expressed a desire for transparent and equitable opportunities for professional growth, including pathways to serve as instructional leaders, mentors, and administrators.

Research demonstrates that districts with strong leadership pipelines and meaningful professional growth opportunities are better positioned to improve educator retention, strengthen school leadership, and

sustain long-term organizational effectiveness (Wallace Foundation, 2023). Investment in leadership development and career advancement opportunities strengthens the district’s ability to identify, grow, and retain high-potential educators, cultivating the next generation of highly effective teachers and leaders across the district.

### **Focus Area: AI-Driven Workforce Capacity & Instructional Innovation**

#### **Why is this important?**

The district’s emphasis on AI-driven workforce capacity and instructional innovation reflects the evolving demands of teaching, learning, and organizational leadership. Staff identified a strong need for professional learning that supports the thoughtful, ethical, and effective integration of AI into instruction, planning, communication, and daily operations.

Emerging research suggests that AI-supported tools can enhance instructional planning, streamline administrative tasks, and improve productivity when paired with appropriate training and implementation support (UNESCO, 2023; RAND Corporation, 2024). Educators also emphasized the importance of practical, hands-on learning opportunities that empower staff to integrate AI into instruction and daily operations. Intentional, AI-focused professional learning can equip educators and leaders with the tools and confidence needed to innovate, adapt, and support student success in a rapidly changing educational landscape.

“Strengthen onboarding and early-career support through **structured training and mentorship.**”

- Staff



## KEY PERFORMANCE INDICATORS

1. Percentage of teachers with a professional license.
2. Percentage of fully licensed early childhood teachers.
3. Percentage of teachers in Community Schools who are National Board Certified.
4. Percentage of teachers participating at Level 4 of the career ladder.
5. Percentage of teachers retained over the last three years.
6. Percentage of new teachers retained over the last three years.
7. Percentage of teachers of color retained over the last three years.
8. Percentage of new teachers of color.
9. Percentage of employees retained within the district from one year to the next.
10. Percentage of teachers retained within the district from one year to the next.
11. Percentage of teacher of record positions that are filled by the start of the school year.
12. Percentage of all employees who complete professional learning opportunities via the district professional learning platform.
13. Percentage of educators and administrators, serving PreK–Grade 3 students, who successfully complete state-approved foundational Science of Reading training.
14. Number of staff who complete AI professional development.
15. Percentage of staff agreeing that they are confident in their ability to incorporate AI in their daily productivity or instructional use.

“Most teachers are **actually passionate about what they do**, but a toxic environment can ruin that.”

- Student

“When employees feel they are **making a difference and part of something larger**, it supports both engagement and retention. Recognition is essential.”

- Community Partner





# Priority Area 3: Expanding Access to Programs

**Our Commitment:** Unlocking the potential of every student begins with expanding access to rigorous programs. By removing barriers and heightening participation in advanced coursework, we ensure every learner has the social-emotional supports and resources they need to succeed.



## Priority Area 3: Expanding Access to Programs

Provide students with access to programs and resources that support learning and career readiness.

### FOCUS AREAS

#### Expand Access to Advanced Coursework:

Increase access to advanced coursework, AI programs, and robust post-secondary pathways for all students.

#### Ensure Universal Student Well-being:

Provide accessible and inclusive resources that address the diverse physical and mental health needs of all students.

### STRATEGIES

- 3.1. Expand awareness and equitable access to Talented and Gifted, College and Career Readiness Pathways, and opportunities to earn an IRC through coordinated outreach and engagement with students, families, staff, and community partners, with a focus on increasing the participation of historically underrepresented groups, including Hispanic/Latino students.
- 3.2. Expand equitable access to industry recognized credentials (IRC) and rigorous coursework by implementing multiple measures to identify student readiness.
- 3.3. Strengthen oversight and targeted support to ensure equitable, data-informed decision-making related to the identification, disciplinary removal, and placement of students with disabilities.
- 3.4. Implement a comprehensive, school-centered approach to student well-being by strengthening Multi-Tiered Systems of Support practices, expanding professional learning, and ensuring the consistent implementation of existing student support structures.
- 3.5. Standardize and institutionalize Student Support Teams across all schools by establishing clear district expectations, building leadership capacity, and embedding accountability measures to ensure consistent, high-quality identification and support for students' academic, behavioral, and social-emotional needs.

Blueprint for Maryland's Future: Pillars 3 & 4

### ***Priority 3: Expanding Access to Programs***

#### **Focus Area: Expand Access to Advanced Coursework**

##### **Why is this important?**

Access to rigorous academic pathways plays a critical role in preparing students for college, careers, and future opportunities. PGCPs has been focusing on expanding and strengthening advanced learning options, including Advanced Placement (AP), gifted and talented programs, dual enrollment, and career pathways aligned to post-secondary readiness. Current participation data indicate that only about 10 percent of students take Advanced Placement (AP) exams, with lower participation among students with disabilities and multilingual learners. In addition, about 10 percent of students are enrolled in gifted and talented programs, suggesting an opportunity to broaden access so more students can benefit from advanced academic experiences.

National research shows that participation in rigorous coursework such as AP and dual enrollment is associated with higher rates of college enrollment, persistence, and completion (College Board, 2023; Conley, 2014). Additional studies point to the importance of clear identification practices, early exposure to advanced learning, and intentional support structures that help a wider range of students successfully participate in accelerated programs (Conley, 2014; Advance CTE, 2023).

Feedback from students and families reflected strong interest in expanding access to challenging coursework, sustaining strong existing programs, and ensuring clear academic pathways that prepare students for success beyond high school. These perspectives reinforce the importance of broadening participation in advanced opportunities, having multiple pathways to college and career readiness, and maintaining high expectations while ensuring students have the supports needed to succeed in rigorous learning environments.

#### **Focus Area: Ensure Universal Student Well-being**

##### **Why is this important?**

Student success is strengthened when schools provide supportive environments where students feel safe, connected, and ready to learn. Students benefit most when their well-being is supported alongside strong academic instruction, with access to resources that help them thrive socially, emotionally, and academically.

Research indicates that comprehensive school-based supports for mental, emotional, and behavioral health are associated with improved student engagement, attendance, and academic outcomes (National Academies of Sciences, Engineering, and Medicine, 2019; American Educational Research Association, 2020).

In addition, PGCPs students expressed the importance of positive school environments where relationships are strong, expectations are clear, and classrooms are grounded in fairness and respect. Staff survey input reinforces the need for consistent expectations across schools, paired with strong systems of academic, behavioral, and social-emotional supports that help students succeed. Strengthening access to resources that support well-being will better ensure students are supported, engaged, and prepared to fully access learning opportunities.

## KEY PERFORMANCE INDICATORS

1. Percentage of students in Grades 8–12 enrolled in at least one advanced course (honors, AP, IB, Dual Enrollment).
2. Percentage of high school students who are earning an industry recognized credential.
3. Percentage of students with disabilities, multilingual learners, and economically disadvantaged students identified as Talented and Gifted (TAG).
4. Percentage of students with disabilities placed in Least Restrictive Environment (LRE) settings A and B, while reducing placements in LRE C for each race/ethnicity group and by disability identification category.
5. Percentage of schools with disproportionate identification and disciplinary removal for students with disabilities.
6. Percentage of schools that have two or more full-time equivalent (FTE) positions for student support professionals (e.g., school counselors, social workers, school psychologists, student personnel workers, mental health professionals, career counselors, behavioral interventionists, etc.).

“Equity does not mean every school has the same programs, but that **each school offers meaningful opportunities.**”

- Parent

“**Schools on the A side** often have more opportunities, more funding, and greater parental support than schools on the B side.”

- Teacher





# Priority Area 4: Family and Community Partnerships

**Our Commitment:** Transparent communication and deep learning support serve as the foundation of our family and community partnerships. Honoring families as full partners sustains the connections that improve attendance and foster a culture of belonging for every student.



## Priority Area 4: Family and Community Partnerships

**Build strong partnerships with families and the community to support student success.**

### FOCUS AREAS

**Reduce Chronic Absenteeism:** Implement intentional and urgent strategies to significantly reduce chronic student absenteeism.

**Enhance Family Learning Support:** Offer accessible information, guidance, and resources to empower families to effectively support their students' learning at home.

### STRATEGIES

- 4.1. Expand parent engagement with the ParentVUE platform by delivering clear guidance and support for account creation and navigation.
- 4.2. Implement a mandatory, counseling-based re-entry protocol for students returning from suspension to identify root causes and provide behavioral scaffolds.
- 4.3. Adopt a dedicated "Attendance Ambassador" model to conduct personalized outreach and support for students facing chronic absenteeism.
- 4.4. Optimize the Parent and Community Advisory Council structure to ensure diverse family representation in district-level policy and budget decisions.
- 4.5. Establish specialized, time-bound advisory panels to provide the Superintendent with direct community feedback on high-priority topics, such as Special Education and Multilingual Learners.
- 4.6. Launch specific, multi-channel communication campaigns to engage families and receive feedback across the district.

Blueprint for Maryland's Future: Pillars 4 & 5

## Priority 4: Family and Community Partnerships

### **Focus Area: Reduce Chronic Absenteeism**

#### **Why is this important?**

Strong attendance is a critical foundation for student learning, engagement, and academic progress. Approximately one-quarter of PGcps students are identified as chronically absent, indicating a need for systemwide strategies that address barriers to attendance and strengthen students' connection to school. Research consistently links chronic absenteeism to lower academic performance, reduced graduation rates, and long-term disengagement from school. It is influenced by a range of factors, including health needs, transportation challenges, school climate, and students' sense of belonging (Attendance Works, 2023; U.S. Department of Education, 2022).

Stronger alignment must be prioritized to ensure students are present, engaged, and able to access instruction consistently. Addressing chronic absenteeism at scale is essential to improving equitable access to learning and ensuring all students have the opportunity to benefit fully from daily instruction.

### **Focus Area: Enhance Family Learning Support**

#### **Why is this important?**

Strong family engagement is a key driver of student achievement and academic success. While families generally report positive experiences with district communication, just over half of K-8 parents indicate that current communication systems are effective, pointing to opportunities to improve the accessibility, clarity, and consistency of information related to student learning and academic progress.

Research shows that effective family engagement is linked to higher student achievement, improved attendance, and stronger student motivation, especially when communication is two-way, timely, and connected to learning goals (Henderson & Mapp, 2002; Harvard Family Research Project, 2010; Weiss et al., 2010). Additional research highlights that student outcomes improve when schools intentionally build trusting relationships with families, communicate clearly about learning, and create consistent opportunities for shared responsibility in student success (Weiss et al., 2010).

Families expressed a need for clearer information on student progress, consistent expectations across schools, and stronger opportunities for timely, school-specific communication. They also emphasized the importance of multiple channels of communication that support meaningful, two-way engagement with teachers and district leadership. Ongoing dialogue was noted as important for helping families better understand academic expectations and support student growth.



## KEY PERFORMANCE INDICATORS

1. Rate of chronic absenteeism.
2. Percentage of stakeholders agreeing that they feel welcome at their/their child's school.
3. Percentage of families with active ParentVUE accounts.
4. Percentage of families who engage in at least one two-way interaction with the district/school (webinar, workshop, or other in-person meeting).
5. Percentage of families reporting satisfaction with the timeliness, clarity, and accessibility of district-wide outreach and information sharing.

“Parent opportunities are mostly limited to PTA events. I would like **more chances to regularly support student learning and well-being**, both academically and socially.”

- Parent

“**Accountability is needed on both sides**; families must also take responsibility for supporting their children. Strengthening trust is not just about what the district does; it also requires parents to actively participate.”

- Admin

“**Consistent communication** helps parents, staff, and community partners work together to support not only students' learning but the well-being of the entire school community.”

- Community Partner





# Priority Area 5: Organizational Culture

**Our Commitment:** Championing a culture of safety, equity, and innovation remains our top priority. By modernizing facilities, aligning resources, and leading in the responsible use of AI, we strengthen the systems that allow every member of our school community to excel.

# Priority Area 5: Organizational Culture

Support all stakeholders with clear systems that drive collaboration and performance.

## FOCUS AREAS

### Ensure Safety and Belonging:

Promote a culture of physical, emotional, and psychological safety and belonging for all students and staff.

### Maintain High-Quality

**Environments:** Ensure clean, safe, and modern learning and working environments and a customer-centered culture that enhance teaching, learning, and staff performance.

### Align Resources and Operations:

Implement efficient operational practices and align the budget to directly support strategic priorities, thereby maximizing the impact on students.

### Responsible AI Integration for Safe, Ethical, and Inclusive

**Learning Environments:** Establish a culture of trust, responsibility, and transparency in AI use by promoting ethical practices, digital citizenship, and equitable access across schools and offices.

## STRATEGIES

- 5.1. Leverage PGCPs climate survey results to investigate root causes, drive districtwide actions, and provide schools with the data-driven support needed to implement targeted improvements.
- 5.2. Equip staff and leaders to honor diverse identities and experiences through continuous professional learning that ensures consistent actions to promote safety and belonging for all.
- 5.3. Leverage GPS tracking to improve on-time reliability for bus routes and improve stakeholder communication through increasing parent usage of the Chipmunk app and empowering schools to serve as an additional point of contact for family support.
- 5.4. Reduce the average age of open work orders by ensuring maximum staff capacity to fulfill maintenance obligations at PGCPs offices and school facilities, and prioritizing the completion of health and safety emergency requests before scheduling other long-term projects.
- 5.5. Enhance school safety by implementing security technologies, integrating modern physical security designs, and standardizing district-wide entry protocols.
- 5.6. Monitor implementation of a Multi-Tiered System of Support for students across all schools and provide tiered support and year-round, aligned professional learning to strengthen school-level practice.
- 5.7. Cultivate a transparent culture that outlines the equitable and safe use of AI among stakeholders.

Blueprint for Maryland's Future: Pillars 2 & 5

## **Priority 5: Organizational Culture**

### **Focus Area: Ensure Safety and Belonging**

#### **Why is this important?**

A positive organizational culture is built in learning environments where students and staff feel safe, respected, and connected. Student feedback indicates that many students do not consistently experience a strong sense of safety or belonging in their schools, and students report experiences related to bullying as an ongoing concern. These conditions have important implications for student engagement, attendance, and academic performance.

Research shows that students who feel safe and connected to school are more likely to attend regularly, engage in learning, and achieve higher academically, while experiences of bullying and peer conflict are associated with lower achievement and increased absenteeism (Centers for Disease Control and Prevention, 2023; National Center for Education Statistics, 2023).

Students expressed the importance of clear, consistently applied expectations for behavior that are grounded in respect and fairness. Staff similarly noted the importance of safe, supportive environments that foster positive relationships and consistent, district-wide behavior expectations that protect instructional time. These perspectives reinforce the need to strengthen school climate by using feedback data to better identify and address underlying causes of student-reported concerns, while ensuring every school promotes a culture where students and staff feel safe, valued, and included.

### **Focus Area: Maintain High-Quality Environments**

#### **Why is this important?**

High-quality physical environments are closely tied to conditions for effective teaching and learning. Staff feedback points to the importance of equitable access to instructional materials, reliable technology, and safe, well-maintained facilities, along with working conditions that support morale and retention. Families also identified clean and well-maintained schools as a key factor in creating positive learning environments.

Research indicates that school facility quality is associated with student achievement, attendance, and teacher retention, with stronger outcomes in environments that are safe, clean, and well-resourced (U.S. Department of Education, 2021; Filardo et al., 2019). High-quality environments contribute to stronger school pride, improved working conditions, and more effective experiences for students, staff, and the broader school community.

### **Focus Area: Align Resources and Operations**

#### **Why is this important?**

Effective resource alignment is essential to ensuring that schools have what they need to support student success. Stakeholder feedback indicates concerns about consistency and equity in how resources are distributed across schools, along with perceptions that access to resources varies across the system. These trends highlight the importance of strengthening alignment between operational decisions and school needs.

Research in education finance consistently shows that equitable and strategic allocation of resources is associated with improved student outcomes, particularly for students who require additional academic and behavioral supports (Baker, 2018; U.S. Department of Education, 2022).

Families and staff emphasized the importance of transparency in decisions related to allocation of resources and student supports, including the need for operational systems that are responsive, efficient, and clearly aligned to instructional priorities. Strengthening transportation reliability and communication systems is also central to this work, ensuring families have timely, accurate information and students can access school consistently.

### **Focus Area: Responsible AI Integration for Safe, Ethical, and Inclusive Learning Environments**

#### **Why is this important?**

As technology continues to evolve, schools are increasingly expected to integrate artificial intelligence in ways that are ethical, transparent, and supportive of learning. Staff, students, and families express a shared expectation that AI should be implemented thoughtfully to prepare students for the future while maintaining safety, equity, and trust in educational environments.

Emerging research suggests that when implemented with clear guidance and safeguards, AI tools can support personalized learning, instructional planning, and efficiency, but also require strong guardrails to address concerns related to privacy, bias, and appropriate use in schools (U.S. Department of Education, Office of Educational Technology, 2023; UNESCO, 2023).



## KEY PERFORMANCE INDICATORS

1. Percentage of instructional staff agreeing that they are equipped to deliver culturally responsive instruction in the classroom.
2. Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction.
3. Percentage of stakeholders agreeing that [they/their child] feel safe at school/work.
4. Percentage of stakeholders agreeing that [they/their child] feel a sense of belonging at school/work.
5. Percentage of stakeholders agreeing that bullying is a problem at [their/their child's] school.
6. Percentage of students who receive at least one in-school or out-of-school suspension for each student group\*.
7. Percentage of stakeholders agreeing that their school/building is clean and well-maintained.
8. Percentage of stakeholders agreeing that their school/building has up-to-date facilities.
9. Percentage of staff agreeing that there is a culture of respect and professionalism in the workplace.
10. Average days aged for work orders.
11. Correlation of per-pupil funding by the school-to-school performance as measured by points earned on the MSDE School Report Card.
12. Percentage of stakeholders agreeing that their school has classroom environments that support student learning (e.g., size, temperature, lighting).
13. Percentage of parents/guardians agreeing that PGCCPS provides high-quality (e.g., timely, courteous, professional) customer service when responding to questions, concerns, and requests.
14. Percentage of staff agreeing that district offices provide high-quality (e.g., timely, courteous, professional) customer service when responding to internal inquiries, concerns, and requests.
15. Percentage of bus routes with on-time arrivals.
16. Percentage of staff agreeing that they have equitable access to AI tools.
17. Percentage of stakeholders indicating they understand expectations for the safe, responsible, and ethical use of AI in [their/their child's] daily work.

\* KPI results will be disaggregated by student group in the reporting.

“We need to **share the narrative** about the amazing things that we are doing.”

- Central Office

“This year has shown that **inconsistencies cause problems**. There are many variants in policies, practices, and procedures, and whether they are followed. Practice, what happens in a building, often differs from policy, which is written to apply consistently to everyone.”

- Admin



# **PGCPS Strategic Plan 2026-2029: Implementation and Monitoring Roadmap**

# PGCPS Strategic Plan 2026-2029: Implementation & Monitoring Roadmap

Built in partnership with our community, the Forward By Design: Acceleration 2029 plan is now transitioning from a shared vision to a clear roadmap for action. This framework outlines the path forward, serving as our commitment to remain transparent, accountable, and steadfast in our mission to support the success of every student.

## I. IMPLEMENTING THE PLAN: FROM STRATEGY TO ACTIONS

We are integrating our goals into the daily work of every school and department through:

- » **Systemic Action Plans:** Aligning every division with our five key priorities: Student Success, Staff & Leaders, Expanding Access to Programs, Family and Community Partnerships, and Organizational Culture.
- » **Shared Accountability:** Clear milestones and ownership to ensure transparent, timely progress at every level.
  - » Establish a joint labor-management implementation council that meets regularly to review progress toward strategic priorities, identify emerging challenges, and collaboratively develop solutions that support successful implementation.

## II. MONITORING THE PLAN: DATA-DRIVEN ACCOUNTABILITY

To ensure this remains a living document that drives real results, PGCPS has established a multi-layered monitoring framework. This system allows us to track progress and make adaptive adjustments through:

- » **Adaptive Planning:** Ongoing evaluation to shift supports, resources, and interventions based on the immediate needs of our students and schools.
- » **Performance Tracking:** Utilizing district data to monitor essential outcomes and Key Performance Indicators (KPIs).



# Forward by Design: Acceleration 2029

## PGCPS 3-YEAR STRATEGIC PLAN IMPLEMENTATION TIMELINE

Year	Strategic Emphasis	Primary Objectives
Year 1	Building the Foundation for Accelerated Student Outcomes, Organizational Coherence, and Leadership Development	Focus on literacy, mathematics, special education, multilingual learner supports, and family engagement while building strong instructional and operational systems.
Year 2	Deepening Implementation and Expanding Impact	Expand access to rigorous coursework, strengthen workforce systems, and align districtwide supports and interventions.
Year 3	Sustaining Excellence Through Innovation and Accountability	Institutionalize high-impact practices, refine accountability systems, and sustain long-term academic and organizational improvement.

### COLOR KEY

Color	Meaning
Planning Period	Planning and initial implementation (systems/structures)
Phase-In Period	Expansion and scaled implementation of programs, services, or initiatives
Fully Implemented/ Sustained	Initiative is fully operational and/or sustained districtwide

*The Strategic Plan establishes the district's long-term priorities and direction. Specific funding decisions, implementation sequencing, and resource allocations will be determined through annual budget development and operational planning processes.*

## IMPLEMENTATION PHASES OVERVIEW

PRIORITY 1: STUDENT SUCCESS			
<b>District-Level Strategies</b> <i>Long-term approaches to support improvement.</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
1.1 Implement a systemic approach to professional learning that models high-quality instructional routines, builds understanding of the content, and provides structure to strengthen instructional practice across the district.	Phase-In	Fully Implemented	Sustained
1.2. Expand and use universal screeners (assessments) to provide early insights into student needs and guide timely, targeted instruction.	Phase-In	Phase-In	Fully Implemented
1.3. Strengthen the Pre-K to Kindergarten pipeline by aligning early learning to kindergarten readiness standards across all developmental domains (literacy, math, social-emotional development, and physical well-being).	Planning	Phase-In	Fully Implemented
1.4. Embed targeted language supports (Key English Language Development Strategies) for school and home across disciplines aimed at accelerating academic language development for multilingual learners.	Phase-In	Fully Implemented	Sustained
1.5. Implement a College and Career Readiness pathway tracking system with standardized monitoring and targeted interventions for all students in grades 9–12.	Planning	Phase-In	Fully Implemented
1.6. Enhance the General Supervision Special Education Monitoring Process through a tiered system of support framework that strengthens staff capacity through clear expectations, ongoing monitoring, and transparent reporting to ensure fidelity in high-quality implementation across the district.	Phase-In	Fully Implemented	Sustained

## IMPLEMENTATION PHASES OVERVIEW

1.7. Leverage approved AI platforms to deliver personalized feedback, differentiate instruction, and provide real-time academic support.	Planning	Phase-In	Fully Implemented
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### PRIORITY 1: STUDENT SUCCESS

#### Key Performance Indicators (KPIs)

Annual performance measures used to monitor progress for this priority area.

1. Percentage of kindergarten students scoring established skills in early literacy for each student group\*.
2. Percentage of kindergarten students scoring established skills in math for each student group\*.
3. Percentage of Kindergarten students who attended PGCPS PreK meeting the state standard for Kindergarten readiness in early literacy.
4. Percentage of Kindergarten students who attended PGCPS PreK meeting the state standard for Kindergarten readiness in math.
5. Gaps in kindergarten readiness between student groups\*.
6. Percentage of grade 3 students scoring proficient in reading.
7. Percentage of grades 3-8 students scoring proficient in reading.
8. Percentage of grade 5 students scoring proficient in mathematics.
9. Percentage of grades 3-8 students scoring proficient in mathematics.
10. Percentage of grade 8 students scoring proficient in science.
11. Proficiency rates on all state assessments for each student group\*.
12. Gaps in proficiency on all state assessments between student groups\*.
13. Percentage of students who meet the CCR standard by the end of 10th grade in each student group\*.
14. Percentage of students who meet the CCR standard by high school graduation in each student group\*.
15. Percentage of PGCPS students who graduate high school in four years.
16. Percentage of 9th graders earning four or more credits in English, Math, Science, Social Studies, and World Language.
17. Percentage of stakeholders agreeing that [their school/the district] prepares students for success in college or a career.
18. Percentage point growth in proficiency on all statewide assessments among students attending community schools that receive a per-pupil grant.
19. Percentage of multilingual learners demonstrating progress in English language proficiency from the previous school year.
20. Percentage of teachers agreeing that strategic use of AI tools supported scaffolded instruction or align students on their learning pathways.
21. Percentage or number of students reporting receiving helpful personalized feedback on assignments.
22. Percentage of students actively using an approved AI platform for academic support, personalized feedback, and differentiated instruction.

\* KPI results will be disaggregated by student group in the reporting.

## IMPLEMENTATION PHASES OVERVIEW

PRIORITY 2: STAFF & LEADERS			
District-Level Strategies <i>Long-term approaches to support improvement.</i>	Year 1	Year 2	Year 3
2.1. Standardize clear advancement pathways and credentialing supports that accelerate professional growth and leadership readiness at all levels.	Planning	Phase-In	Fully Implemented
2.2. Design and implement a strategic districtwide recruitment, hiring, and retention plan to attract, support, and sustain a diverse, high-quality workforce.	Phase-In	Fully Implemented	Sustained
2.3. Promote a streamlined, centrally aligned professional learning system that accelerates instructional quality, reduces variance across schools, and builds a culture of continuous growth for all employees.	Phase-In	Fully Implemented	Sustained
2.4. Cultivate internal talent pipelines to drive succession planning and long-term retention.	Planning	Phase-In	Fully Implemented
2.5. Implement a tiered, multimodal professional learning framework that empowers staff to integrate AI into instruction and daily operations.	Planning	Phase-In	Fully Implemented



## IMPLEMENTATION PHASES OVERVIEW

PRIORITY 2: STAFF & LEADERS	
<b>Key Performance Indicators (KPIs)</b> Annual performance measures used to monitor progress for this priority area.	
<ol style="list-style-type: none"> <li>1. Percentage of teachers with a professional license.</li> <li>2. Percentage of fully licensed early childhood teachers.</li> <li>3. Percentage of teachers in Community Schools who are National Board Certified.</li> <li>4. Percentage of teachers participating at Level 4 of the career ladder.</li> <li>5. Percentage of teachers retained over the last three years.</li> <li>6. Percentage of new teachers retained over the last three years.</li> <li>7. Percentage of teachers of color retained over the last three years.</li> <li>8. Percentage of new teachers of color.</li> <li>9. Percentage of employees retained within the district from one year to the next.</li> <li>10. Percentage of teachers retained within the district from one year to the next.</li> <li>11. Percentage of teacher of record positions that are filled by the start of the school year.</li> <li>12. Percentage of all employees who complete professional learning opportunities via the district professional learning platform.</li> <li>13. Percentage of educators and administrators, serving PreK–Grade 3 students, who successfully complete state-approved foundational Science of Reading training.</li> <li>14. Number of staff who complete AI professional development.</li> <li>15. Percentage of staff agreeing that they are confident in their ability to incorporate AI in their daily productivity or instructional use.</li> </ol>	

PRIORITY 3: EXPANDING ACCESS TO PROGRAMS			
<b>District-Level Strategies</b> <i>Long-term approaches to support improvement.</i>	Year 1	Year 2	Year 3
3.1. Expand awareness and equitable access to Talented and Gifted, College and Career Readiness Pathways, and opportunities to earn an IRC through coordinated outreach and engagement with students, families, staff, and community partners.	Planning	Phase-In	Fully Implemented
3.2. Expand equitable access to industry recognized credentials (IRC) and rigorous coursework by implementing multiple measures to identify student readiness.	Phase-In	Fully Implemented	Sustained

## IMPLEMENTATION PHASES OVERVIEW

<p>3.3. Develop and implement a comprehensive AI Literacy framework that increases staff efficiency and equips students with future-ready skills for college, careers, and an evolving economy.</p>	<p>Planning</p>	<p>Phase-In</p>	<p>Fully Implemented</p>
<p>3.4. Strengthen oversight and targeted support to ensure equitable, data-informed decision-making related to the identification, disciplinary removal, and placement of students with disabilities.</p>	<p>Phase-In</p>	<p>Fully Implemented</p>	<p>Sustained</p>
<p>3.5. Implement a comprehensive, school-centered approach to student well-being by strengthening Multi-Tiered Systems of Support practices, expanding professional learning, and ensuring the consistent implementation of existing student support structures.</p>	<p>Phase-In</p>	<p>Fully Implemented</p>	<p>Sustained</p>
<p>3.6. Standardize and institutionalize Student Support Teams across all schools by establishing clear district expectations, building leadership capacity, and embedding accountability measures to ensure consistent, high-quality identification and support for students' academic, behavioral, and social-emotional needs.</p>	<p>Planning</p>	<p>Phase-In</p>	<p>Fully Implemented</p>



## IMPLEMENTATION PHASES OVERVIEW

### PRIORITY 3: EXPANDING ACCESS TO PROGRAMS

#### Key Performance Indicators (KPIs)

Annual performance measures used to monitor progress for this priority area.

1. Percentage of students in Grades 8–12 enrolled in at least one advanced course (honors, AP, IB, Dual Enrollment).
2. Percentage of high school students who are earning an industry recognized credential.
3. Percentage of students with disabilities, multilingual learners, and economically disadvantaged students identified as Talented and Gifted (TAG).
4. Percentage of students with disabilities placed in Least Restrictive Environment (LRE) settings A and B, while reducing placements in LRE C for each race/ethnicity group and by disability identification category.
5. Percentage of schools with disproportionate identification and disciplinary removal for students with disabilities.
6. Percentage of schools that have two or more full-time equivalent (FTE) positions for student support professionals (e.g., school counselors, social workers, school psychologists, student personnel workers, mental health professionals, career counselors, behavioral interventionists, etc.).

### PRIORITY 4: FAMILY AND COMMUNITY PARTNERSHIPS

<b>District-Level Strategies</b> <i>Long-term approaches to support improvement.</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
4.1. Expand parent engagement with the ParentVUE platform by delivering clear guidance and support for account creation and navigation.	Phase-In	Fully Implemented	Sustained
4.2. Implement a mandatory, counseling-based re-entry protocol for students returning from suspension to identify root causes and provide behavioral scaffolds.	Planning	Phase-In	Fully Implemented
4.3. Adopt a dedicated “Attendance Ambassador” model to conduct personalized outreach and support for students facing chronic absenteeism.	Planning	Fully Implemented	Sustained

## IMPLEMENTATION PHASES OVERVIEW

4.4. Optimize the Parent and Community Advisory Council structure to ensure diverse family representation in district-level policy and budget decisions.	Planning	Phase-In	Fully Implemented
4.5. Establish specialized, time-bound advisory panels to provide the Superintendent with direct community feedback on high-priority topics, such as Special Education and Multilingual Learners.	Planning	Phase-In	Fully Implemented
4.6. Launch specific, multi-channel communication campaigns to engage families and receive feedback across the district.	Phase-In	Fully Implemented	Sustained

### PRIORITY 4: FAMILY AND COMMUNITY PARTNERSHIPS

#### Key Performance Indicators (KPIs)

Annual performance measures used to monitor progress for this priority area.

1. Rate of chronic absenteeism.
2. Percentage of stakeholders agreeing that they feel welcome at their/their child's school.
3. Percentage of families with active ParentVUE accounts.
4. Percentage of families who engage in at least one two-way interaction with the district/school (webinar, workshop, or other in-person meeting).
5. Percentage of families reporting satisfaction with the timeliness, clarity, and accessibility of district-wide outreach and information sharing.

### PRIORITY 5: ORGANIZATIONAL CULTURE

<b>District-Level Strategies</b> <i>Long-term approaches to support improvement.</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
5.1. Leverage PGCPS climate survey results to investigate root causes, drive districtwide actions, and provide schools with the data-driven support needed to implement targeted improvements.	Planning	Phase-In	Fully Implemented

## IMPLEMENTATION PHASES OVERVIEW

5.2. Equip staff and leaders to honor diverse identities and experiences through continuous professional learning that ensures consistent actions to promote safety and belonging for all.	Phase-In	Fully Implemented	Sustained
5.3. Leverage PGCPS tracking to improve on-time reliability for bus routes and improve stakeholder communications through increasing parent usage of the Chipmunk app and empowering schools to serve as an additional point of contact for family support.	Planning	Phase-In	Fully Implemented
5.4. Reduce the average age of open work orders by ensuring maximum staff capacity to fulfill maintenance obligations at PGCPS offices and school facilities, and prioritizing the completion of health and safety emergency requests before scheduling other long-term projects.	Phase-In	Fully Implemented	Sustained
5.5. Enhance school safety by implementing security technologies, integrating modern physical security designs, and standardizing districtwide entry protocols.	Phase-In	Fully Implemented	Sustained
5.6. Monitor implementation of a Multi-Tiered System of Support for students across all schools and provide tiered support and year-round aligned professional learning to strengthen school-level practice.	Phase-In	Fully Implemented	Sustained
5.7. Cultivate a transparent culture that outlines the equitable and safe use of AI among stakeholders.	Planning	Phase-In	Fully Implemented



## IMPLEMENTATION PHASES OVERVIEW

### PRIORITY 5: ORGANIZATIONAL CULTURE

#### Key Performance Indicators (KPIs)

Annual performance measures used to monitor progress for this priority area.

1. Percentage of instructional staff agreeing that they are equipped to deliver culturally responsive instruction in the classroom.
2. Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction.
3. Percentage of stakeholders agreeing that [they/their child] feel safe at school/work.
4. Percentage of stakeholders agreeing that [they/their child] feel a sense of belonging at school/work.
5. Percentage of stakeholders agreeing that bullying is a problem at [their/their child's] school.
6. Percentage of students who receive at least one in-school or out-of-school suspension for each student group\*.
7. Percentage of stakeholders agreeing that their school/building is clean and well-maintained.
8. Percentage of stakeholders agreeing that their school/building has up-to-date facilities.
9. Percentage of staff agreeing that there is a culture of respect and professionalism in the workplace.
10. Average days aged for work orders.
11. Correlation of per-pupil funding by the school-to-school performance as measured by points earned on the MSDE School Report Card.
12. Percentage of stakeholders agreeing that their school has classroom environments that support student learning (e.g., size, temperature, lighting).
13. Percentage of parents/guardians agreeing that PGCPs provides high-quality (e.g., timely, courteous, professional) customer service when responding to questions, concerns, and requests.
14. Percentage of staff agreeing that district offices provide high-quality (e.g., timely, courteous, professional) customer service when responding to internal inquiries, concerns, and requests.
15. Percentage of bus routes with on-time arrivals.
16. Percentage of staff agreeing that they have equitable access to AI tools.
17. Percentage of stakeholders indicating they understand expectations for the safe, responsible, and ethical use of AI in [their/their child's] daily work.

\* KPI results will be disaggregated by student group in the reporting.





# Appendix

## ACKNOWLEDGEMENTS

### PGCPS Board of Education Members:

- » Brannon D. Jackson – Chair, District 6
- » Jonathan Briggs, M.S.Ed., M.L.S. – Vice Chair, District 2
- » Tiffini Andorful, Ph.D – District 1
- » Pamela Boozer–Strother, MBA, CAE – District 3
- » Aimee Olivo, MBA – District 4
- » Robin Brown, M.A. – District 5
- » Phelton C. Moss, Ph.D. – District 7
- » Zakyia Goins-McCants, M.S.Ed. – District 8
- » Chandrai “CJ” Jackson–Saunders, M.Ed., NCSP – District 9
- » Erioluwa Ajakaye – Student Member of the Board (SMOB)

### District Leadership:

- » Dr. Shawn Joseph - Superintendent

### PGCPS Executive Cabinet

- » Dr. Deann Collins – Chief of Staff (Steering Committee Member)
- » Dr. Andrew Zuckerman – Chief Information and Technology Officer
- » Dr. Carletta T. Marrow – Chief of Schools
- » Dr. Charoscar Coleman – Chief Operating Officer
- » Dr. Dana Edwards – Chief Human Resources Officer
- » Dr. Douglas A. Strader – Chief Accountability Officer (Steering Committee Member)
- » Dr. Judith J. White – Chief Academic Officer
- » Lisa Howell – Chief Financial Officer
- » Meghan N. Thornton – Deputy Chief of Staff (Steering Committee Member)
- » Dr. Ava Tasker-Mitchell – Associate Superintendent for Organizational Development (Steering Committee Member)
- » Dr. David Rease, Jr. – Associate Superintendent for Teaching, Learning, and Innovation (Steering Committee Member)
- » Denise Douglas – Associate Superintendent of Communications & Community Engagement
- » Dr. Ed Ryans – Associate Superintendent for High Schools and Non–Traditional Programs (Steering Committee Member)

- » Dr. Elizabeth Faison – Associate Superintendent of Student Services
- » Dr. Eric Minus – Associate Superintendent for Middle and Charter Schools
- » Jason Washington – Associate Superintendent for Supporting Services
- » Dr. Kasandra G. Lassiter – Associate Superintendent for Elementary Schools
- » Dr. LeTrecia Gloster – Associate Superintendent of Innovation and Performance (Steering Committee Member)
- » Trinell M. Bowman – Associate Superintendent for Special Education
- » Darnell L. Henderson, Esq. – General Counsel
- » Dr. Sheila Jackson – Director of the Department of Family and Community Partnerships (Steering Committee Member)
- » Dr. Thea A. Wilson – Ombudsman

### Strategic Planning & Change Management Team:

- » Vanessa Weatherington – Director
- » Dr. Cheryl Hughes – Supervisor
- » Ranae Stradford – Strategic Transformation Partner
- » Marjhorys Ibarguen – Strategic Transformation Partner
- » Colin Welch – Strategic Planning Specialist

### Office of Communications and Community Engagement

- » Denise Douglas – Associate Superintendent of Communications & Community Engagement
- » George Crawford – Supervisor, Digital and Visual Communications
- » Max Pugh – Supervisor, Web Services
- » Lynn McCawley – Sr. Public Information Specialist
- » Angela Alcain – Web Specialist
- » Morgan Davis – Graphic Designer, Communications & Outreach
- » Ronald Jones – Television Production Technician
- » Language Access Office

## Steering Committee:

### Instructional & Area Directors

- » Dr. Chelsea Hill – Innovation Zone Instructional Director
- » Dr. Judith Haughton-Williams – Area 1 Instructional Director
- » Dr. Monica Gaines – Area 2 Instructional Director
- » Dr. Eunice Humphrey – Area 3 Instructional Director

### Department Directors & Assistant Directors

- » Anthony Whittington – Director, Office of Monitoring & Accountability
- » Dr. Ingrid Williams-Horton – Director of Community Schools
- » Dr. Jaime Bowers – Director of Testing, Research & Evaluation
- » Dr. Tisa Holley – Director, Student Services
- » Tiffany Doster – Assistant Director, Talent Acquisition and Management

### Program Supervisors, Coordinators, & Coaches

- » Dr. Melissa Kanney – Supervisor, English Language Development
- » Dr. Olivia Pearson – Supervisor, College Readiness
- » Dr. Larry Meadows – Supervisor, Blueprint Initiatives

- » Irma Kitrell – Coordinator, Community Schools
- » LaQuitta Reed – Literacy Data Program Coordinator, Curriculum and Instruction
- » Dr. Rose Mary Bunag – Induction Coach
- » Stacy Cain – Elementary School Data Coach

### School Principals

- » Renee Jones – Elementary School Principal
- » Dr. LaKeishia Strother – Middle School Principal
- » Dr. Michael Gilchrist – High School Principal
- » Dr. Melissa Nankins – High School Principal

### **Organizational Partners:**

- » Prince George's County Educators' Association (PGCEA)
- » Association of Supervisory & Administrative School Personnel (ASASP)
- » ACE-AFSCME Local 2250
- » Parent and Community Advisory Council (PCAC)
- » Prince George's County Regional Association of Student Governments (PGRASG)

### **External Partners:**

- » Hanover Research

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