MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
December 15, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to: LocalESSAConsolidated.msde@maryland.gov.

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Cover Page

(1 page)

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Dr, Monica Goldson, CEO	11.28.2022
Superintendent of Schools Printed Name	Date

	11/28/2022
Superintendent of Schools Signature	Date

Executive Summary

(2 pages)

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus and demonstrating equity to address disparities to provide comprehensive support and improvement for all students. Refer to the Consolidated Plan Guide for guidance.

Prince George's County Public Schools (PGCPS) is among the nation's 20th largest school districts in the United States and the second largest school system in Maryland. PGCPS employs roughly 22,000 employees and serves a diverse population of over 131,000 students in 206 schools and centers. PGCPS enrollment has steadily declined since the COVID-19 pandemic but is projected to increase by more than 4,675 students over the next six years.[1] The table below illustrates PGPCS student demographics last reported to MSDE on February 2, 2022.

Student Group	Percentage of Population
FARMS	64.9%
English Learners	20.8%
Students with Disabilities	10.7%
Males	51%
Females	49%
American Indian or Alaska Native	<5%
Asian	<5%
Black or African American	55.3%
Hispanic/Latino of any race	36.4%
Native Hawaiian or Other Pacific Islander	<5%
Two or more races	<5%
White	<5%

PGCPS believes every student can achieve high academic levels when engaged in a supportive, equitable, and culturally responsive environment. PGCPS has placed equity at the forefront of every approach, ensuring each student has what they need to receive a safe, student-centered education that empowers them to be active participants in their learning experience. These beliefs are outlined in PGCPS' Education Equity Policy which sets forth the systemic directive to ensure "...adequate and appropriate access for each student, regardless of socioeconomic status, language of origin, or special needs, to ensure a high-quality education that empowers all students and contributes to thriving communities."

Areas of Focus & Rationale
Upon completion of the district-wide needs assessment, PGCPS leadership identified three areas of focus for the upcoming school year:

Focus Area #1: Accelerating Mathematics Achievement
The most recent National Assessment of Educational Progress assessment results illustrated some of the steepest declines in math performance ever recorded[2]. SY21-22 PGPCS math performance in all grades and among all demographic groups mimicked trends seen nationally and statewide:

- In the absence of state assessment data last year, PGCPS staff reviewed internal benchmark assessments, which showed that on the SY22-23 fall and winter interim assessments, fewer than 10% of PGCPS students in grades 3 – 12 met expectations in mathematics.

- The percentage of students demonstrating kindergarten readiness (28.2%) declined statewide in the 21-22 school year. Students' average scale scores in mathematics on the Kindergarten Readiness Assessment remain below the state average and have dropped by two points from the SY19-20 rates.

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[1] PGCPS 2023 Educational Master Facilities Plan

[2] New York Times, "Math Scores Fell in Nearly Every State, and Reading Dipped on National Exam", 10/24.

- Although a slight increase from the previous year, the percentage of student SAT exam-takers who met College and Career Readiness Benchmarks in mathematics (scoring >= 520) was just 17.3%.

Focus Area #2: Improving School Climate and Culture
Understanding the physical and social-emotional needs of staff and students is vital to PGCPS' continued growth. SY21-22 marked the first full year of in-person learning in PGCPS since SY18-19. That brought various challenges to PGCPS, including staff vacancies, a rise in chronic student absenteeism, and challenging student behaviors warranting intensive wrap-around supports.

- Nearly 1/3 of PGPCS students were chronically absent during SY21-22, with rates as high as 35.3% for students eligible for FARMS and 40.6% for students eligible for special education services.
- 6.2% of males, 7.1% of African American/Black students, and 8.8% of special education students received at least one in-school, out-of-school suspension or expulsion last year.

Focus Area #3: Enhancing Mental Health and Social-Emotional Learning
Data has shown the disruptions and stress caused by COVID-19 will impact students for many years to come. The pandemic disrupted students, families, and staff physically, socially, emotionally, and behaviorally.

- 80.0% of instructional staff that took the Culture & Climate Survey reported confidence in their ability to incorporate social emotional learning strategies in the classroom.
- Yet just 62.0% of instructional staff that took the Culture & Climate Survey reported confidence in their ability to practice trauma-sensitive strategies.

Root Causes
Determining the extent of learning loss will be critical to triaging student needs. PGCPS has had significant gaps in state and benchmark assessment performance with certain populations, including Black and brown boys, students receiving special services, English language learners, and students identifying as Hispanic/Latino of any race. Other data has shown on the SY20-21 strategic planning survey that LGBTQIA+ and newcomers to the United States are students in need of equitable support. Staff has identified several root causes for these trends, which include:

- Student chronic absenteeism rates increased during SY21-22, particularly in vulnerable communities still rebounding from the impacts of the COVID-19 pandemic.
- Schools saw an increase in violent incidents after students returned from 1.5 years of virtual learning.
- Schools struggled with filling teacher vacancies, especially in high-needs areas such as math and special education.
- Implementation of curriculum resources, interventions, and support varied widely across school buildings, particularly where classes were frequently staffed with substitute teachers.

- Teachers were unable to attend professional development opportunities during the workday due to a decreasing substitute teacher pool.

The strategies and goals outlined in this plan are the framework for school system improvement over the next year.

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the Consolidated Plan Guide for guidance.

The PGCPS Transformation 2026 (T26) Strategic Plan[3], released in the fall of 2021, is the foundation for the 2022 LECS plan. The T26 Strategic Plan centers students' educational and social-emotional needs while being anchored in equity. The plan's framework, seen below, was launched in SY21-22 and includes a revised mission and vision statement, outcome goals, and equity-based Critical Success Indicators (CSIs). This framework provides a lens for PGCPS' district-wide needs assessment and strategic planning efforts; the CSIs provide staff with a clear roadmap with discrete progress measures across several school performance indicators.

FIGURE 2: PGCPS Strategic Framework
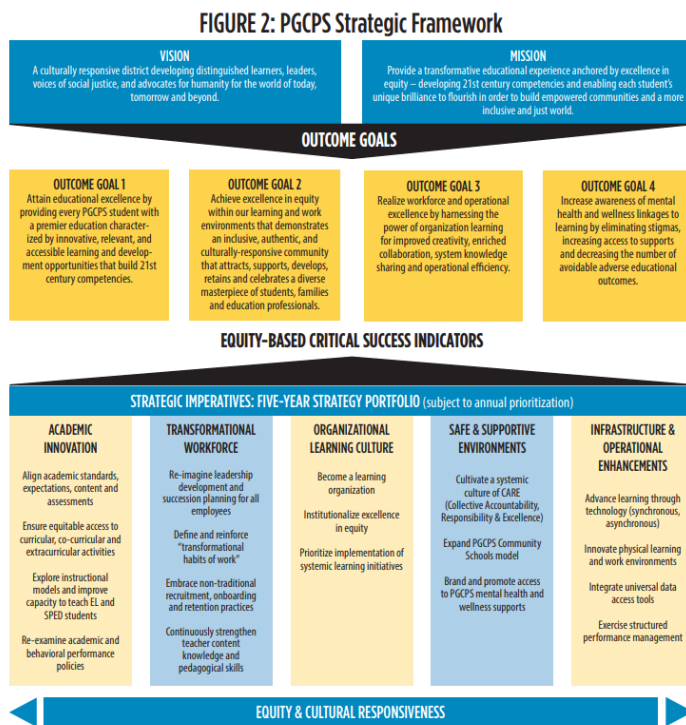
This year, the Strategic Planning Team collaborated with the Office of Equity & Excellence to facilitate two district-wide strategic planning institutes with representation from every PGCPS division. The institute's goal was to galvanize staff to review progress on district-wide CSIs, uncover root causes of data trends for each student group, and develop district-wide strategies aligned with the three primary focus areas identified in the LECS plan and title grant applications. Since SY2020, PGCPS has also implemented an annual climate and culture survey for parents, students, staff, and community members for their input on key areas to address district-wide to ensure they have a voice in planning and improvement efforts. Data from the surveys were also a focal point of the district-wide strategic planning and strategy formulation processes. The tables on the preceding pages outline the priority CSIs reviewed during the district-wide needs assessment. After the data tables are the key findings from the needs assessment as well as a summary of the title grant applications.
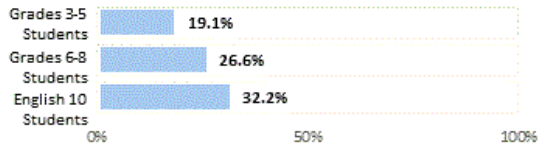
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[3] PGCPS Transformation 2026 Strategic Plan

Table 1: Educational Excellence CSIs

READING/LANGUAGE ARTS (ELA)

**Percentage of students meeting expectations on 2021-22 ELA benchmark assessment**

Example Statement: 19.1% of Grade 3-5 students met expectations in ELA.

Grades 3-5 Students: 19.1%
Grades 6-8 Students: 26.6%
English 10 Students: 32.2%

(axis: 0% — 50% — 100%)

MATH

Percentage of students meeting expectations on 2021-22 Math benchmark assessment

Example Statement: 10.3% of Grade 3-5 Students met expectations in Math.

Grades 3-5 Students: 10.3%
Grades 6-8 Students: <5%
HS Algebra 1 Students: <5%

(axis: 0% — 50% — 100%)
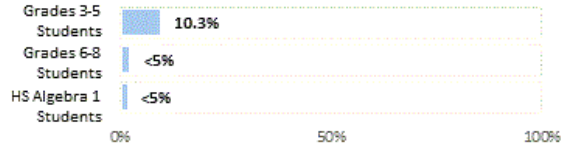
Note: 2021-22 MCAP results for ELA, math, science, and social studies disaggregated by student group will be available in January 2023 and will be included in the mid-year 2023 progress report. Data shown in this section is an average of 2021-22 Benchmark I and Benchmark II assessments.
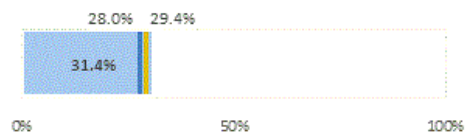
KINDERGARTEN READINESS

Percentage of PGCPS PK students meeting standards for K readiness

32.0% 34.4%

28.2%

(axis: 0% — 50% — 100%)
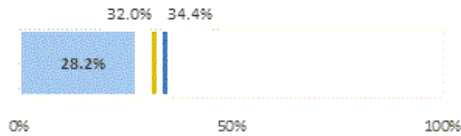
CHRONIC ABSENTEEISM

Percentage of all K – 12 students who are chronically absent

28.0% 29.4%

31.4%

(axis: 0% — 50% — 100%)

Note: Chronic absenteeism should decrease to meet the target.

RELEVANT AND CHALLENGING CURRICULUM

Percentage of instructional staff agreeing that the school/district delivers a relevant and challenging curriculum aligned to standards
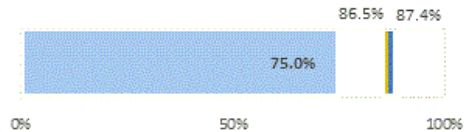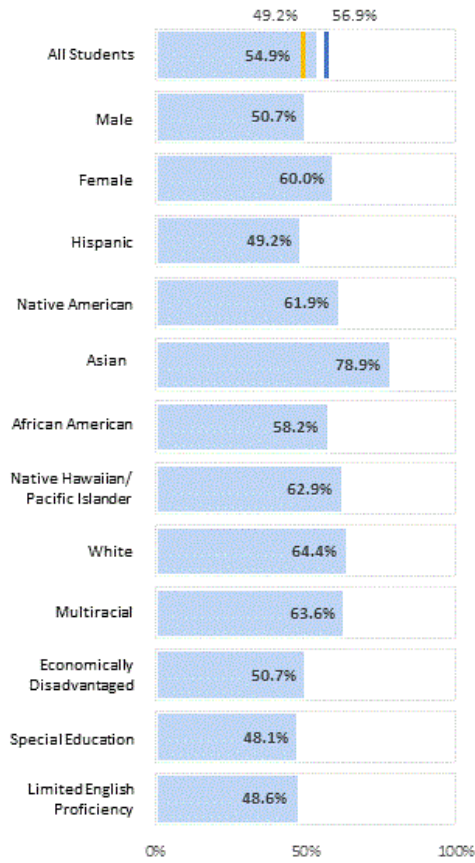
86.5% 87.4%

75.0%

(axis: 0% — 50% — 100%)

Legend: 2021-22 Data (Bolded Label)   Baseline Data (if available)   2022-23 Target   ☆ Target Met

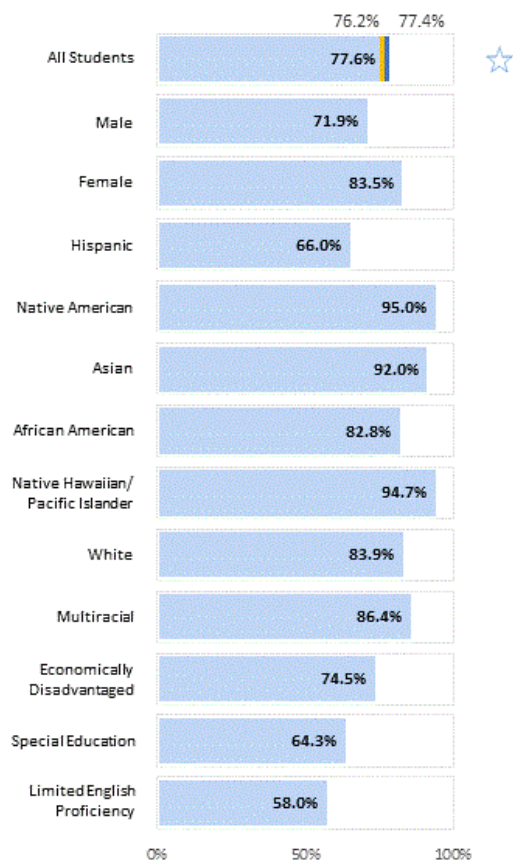*Table 2: Educational Excellence CSIs (cont'd).*

ON TRACK FOR GRADUATION

Percentage of 9th graders earning four credits in core academic courses*

	49.2%	56.9%
All Students	54.9%	
Male	50.7%	
Female	60.0%	
Hispanic	49.2%	
Native American	61.9%	
Asian	78.9%	
African American	58.2%	
Native Hawaiian/ Pacific Islander	62.9%	
White	64.4%	
Multiracial	63.6%	
Economically Disadvantaged	50.7%	
Special Education	48.1%	
Limited English Proficiency	48.6%	

*Percentage of Grade 9 students who earned at least one English, one Math, one Science, and one Social Studies credit

HIGH SCHOOL GRADUATION RATES

Percentage of students successfully earning a Maryland High School Diploma within four years

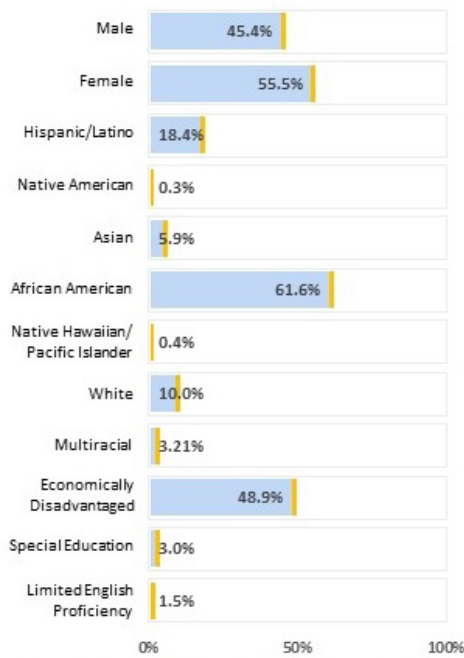|	76.2%	77.4%
All Students	77.6%	☆
Male	71.9%	
Female	83.5%	
Hispanic	66.0%	
Native American	95.0%	
Asian	92.0%	
African American	82.8%	
Native Hawaiian/ Pacific Islander	94.7%	
White	83.9%	
Multiracial	86.4%	
Economically Disadvantaged	74.5%	
Special Education	64.3%	
Limited English Proficiency	58.0%	

Legend: 2021-22 Data (Bolded Label)   Baseline Data (if available)   2022-23 Target   ☆ Target Met

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Table 3: Excellence in Equity CSIs

TALENTED & GIFTED ENROLLMENT

Percentage of Talented and Gifted (TAG) identified students by demographic group

Example Statement: 45.4% of TAG students are male.

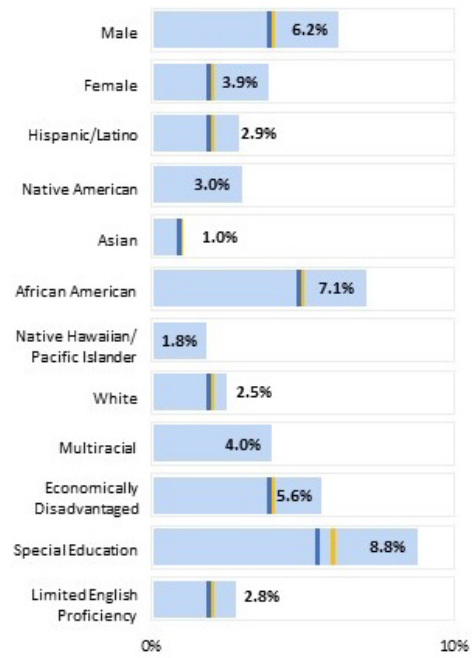| Demographic	Percentage
Male	45.4%
Female	55.5%
Hispanic/Latino	18.4%
Native American	0.3%
Asian	5.9%
African American	61.6%
Native Hawaiian/Pacific Islander	0.4%
White	10.0%
Multiracial	3.21%
Economically Disadvantaged	48.9%
Special Education	3.0%
Limited English Proficiency	1.5%

Note: Our goal is to increase Talented and Gifted participation in the Hispanic and Economically Disadvantaged student groups. Targets for these student groups will be established during the 2022-23 school year.

EQUITABLE DISCIPLINE

Percentage of each demographic group who received at least one in-school or out-of-school suspension

Example Statement: 6.2% of male student in the district received at least one in-school or out-of-school suspension.

Demographic	Percentage
Male	6.2%
Female	3.9%
Hispanic/Latino	2.9%
Native American	3.0%
Asian	1.0%
African American	7.1%
Native Hawaiian/Pacific Islander	1.8%
White	2.5%
Multiracial	4.0%
Economically Disadvantaged	5.6%
Special Education	8.8%
Limited English Proficiency	2.8%

Note: The scale for Equitable Discipline graph adjusted to 0-10% to improve legibility. Discipline rates should decrease to meet this target.

CONNECTEDNESS

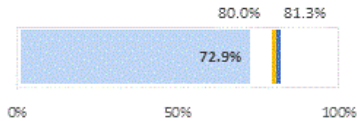**Percentage of stakeholders agreeing that they feel welcome at/connected to their/their child's school**

75.0%   76.3%
75.1%

Legend: 2021-22 Data (Bolded Label)   Baseline Data (if available)   2022-23 Target   ☆ Target Met

Table 4: Mental Health & Wellness CSIs

STUDENT AND STAFF SAFETY

Percentage of stakeholders agreeing that they/their child feel safe at school/work

80.0%   81.3%
72.9%

0%   50%   100%

REDUCING BULLYING

Percentage of stakeholders agreeing that bullying is a problem at their school/their child's school

13.8% 15.0%
31.0%

0%   50%   100%

Note: Bullying rates should decrease to meet this target.

ATTITUDES ABOUT MENTAL HEALTH

Percentage of stakeholders who report that the frequency by which mental health stigmas are observed/experienced surrounding mental health supports at school is "rare" or "never"

65.0%   66.8%
68.0%

0%   50%   100%
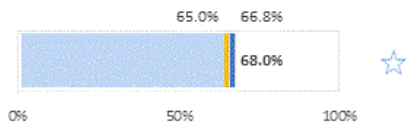
SEL AND TRAUMA INFORMED INSTRUCTIONAL PRACTICES

Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction

70.0%   72.5%
80.0%

0%   50%   100%
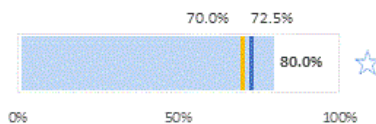
DECREASING ADVERSE OUTCOMES

Percentage of students who used one or more mental health and wellness supports whose academic outcomes improved

63.0%   64.9%
63.0%

0%   50%   100%
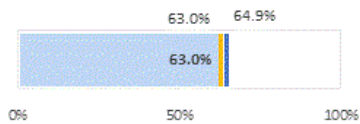
Legend: 2021-22 Data (Bolded Label)   Baseline Data (if available)   2022-23 Target   ☆ Target Met

Key findings from data analysis:

- Just 28.2% of kindergarten students demonstrated readiness on the SY21-22 KRA assessment; 11% of Hispanic students, 11% of students with disabilities, and 8% of English language learners demonstrated readiness.
- 75.0% of instructional staff completing the Culture & Climate Survey agreed that the school/district delivers a relevant and challenging curriculum aligned to the standards for students.
- While SY20-21 graduation rates increased from the previous year, graduation rates for Hispanic students, students with disabilities, and English language learners' lags below the PGCPS average. In addition, the rate of SY21-22 9th graders earning four credits in core courses highlights our work to ensure these students graduate on time. Just 54.9% of 9th graders completed all four core course credits by the end of the school year.
- PGPCS will work to increase the number of Hispanic, Limited English proficient students, and economically disadvantaged enrolled in the talented and gifted program over the next few years.
- 6.2% of males, 7.1% of African American/Black students, and 8.8% of special education students received at least one in-school, out-of-school suspension or expulsion last year.

- 80.0% of staff completing the Culture & Climate survey shared that they are confident in their ability to incorporate social-emotional learning strategies into the classroom.
- 68.0% of stakeholders completing the Culture & Climate survey shared that they rarely observe and experience stigmas surrounding mental health.

Excerpts from title grant applications:

Due to the cancellation of the state assessment in 2019 and 2020, PGPCS reviewed NWEA MAP and Pearson Benchmark results and WIDA performance. There have been significant declines in performance across multiple grade levels and student subgroups and noteworthy success for EL performance:

- RELA and Mathematics performance peaks for students in grades K – 2 with 30% and 36.9% of students meeting proficiency, respectively.
- Hispanic/Latino of any race, Limited English Proficiency and Special Education students are consistently the lowest-scoring subgroups in Reading/English Language Arts and Mathematics with student performance hovering near 0% proficiency in grades 3 – 12.
- Overall math performance plummeted after grade 2, with fewer than 5% of students proficient in grades 3 – 12.
- 53.6% of PGCPS English Learners made sufficient progress on the ACCESS for ELLs over their previous year's (2019) performance.

Through the equity strategic planning process, a wealth of data including benchmark assessment data, attendance, SAT, college enrollment, kindergarten readiness, and discipline data were collected from various data sources and analyzed by subgroup. In addition to the assessment data, data used to identify local needs was taken from district-wide stakeholder surveys (Strategic Planning Diagnostic Survey) which were completed by community members, PGCPS families, students, and staff. The survey was the first activity undertaken as part of a comprehensive strategic plan and was distributed to 495 students, 2,890 staff persons, and 1,204 parents. Respondents emphasized the importance of setting high expectations, providing high-quality, relevant, accessible instruction, and offering challenging curricula with necessary academic support as key priorities for the district. Respondents also prioritized the delivery of a relevant curriculum to support student engagement and an equitable and inclusive classroom environment. Student responses emphasized the need for a more relevant curriculum that connects classroom lessons to life outside the classroom. Stakeholders also felt that a safe and supportive environment is an important foundation for student academic learning and success. Data highlighted the need for creating a positive culture and climate that is welcoming and inclusive to individuals from all backgrounds as a top priority for PGCPS.

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to page 5 of the Consolidated Plan Guide for guidance.

1. **Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes.**

Decreases in Out-of-School Discipline

Prior to the abrupt ending of in-person learning in March 2020, PGCPS data showed significant decreases in out-of-school discipline rates. In SY2020, there was a 44% decline in PGPCS K – 12 suspension rates, from 7.1 to 4.0%. This reduction in discipline infractions was due to several factors, including professional learning focused on restorative practices and discipline, a revision of discipline policies suspending students for low-level infractions, and providing intensive wrap-around support to students and schools with high numbers of incidents. PGCPS is committed to these proven interventions and launched additional practices, including expanding mental

health clinicians in school and ensuring students returning from exclusionary discipline can meet with a counselor and mental health clinician to ensure a successful return to the classroom.

2. **Discuss the LEA's history of impact on populations targeted by identified strategies, what has worked, what has not, and its track record in effectuating change.**

Book Nook Literacy Intervention

During the summer of 2022, PGPCS provided first through fifth-grade students with the opportunity to participate in a program to improve their math literacy through the Book Nook virtual platform. Students were assigned to a trained tutor and participated in three half-hour weekly sessions for six weeks for 16 lessons. PGCPS targeted students who were struggling in mathematics and students who did not meet performance expectations on K-5 mathematics data, including English learners, students with disabilities, and economically disadvantaged students. PGPCS saw promising results at the intervention's end and will continue the program during SY22-23.

PGCPS reflected on a few challenges, including the number of students who completed a pre-test. In the future implementation, PGCPS will broaden testing opportunities so that more students have pre and post-test data. Building awareness with families of the importance of having both pre and post-test data may incentivize participation in both. With only 16 lessons over the summer versus the 36 for school-year implementation, the impact may not have been as effective as an entire school year.

3. **Evidence of the Impact:**

The narrative below is an excerpt from BookNook, an online intervention to promote early literacy, outlining the impact of the two-month pilot use of the program in PGCPS:

"In an effort to support student learning amidst the COVID-19 school closures, Prince George's County Public Schools (PGCPS) partnered with BookNook, an online platform focused on early literacy development. Families were provided the opportunity to participate in the implementation, which entailed a remote tutoring approach where professional tutors were organized to meet virtually with small groups of students for two thirty-minute BookNook sessions per week. This report examined the link between BookNook participation and student literacy development during the initial November 2020 to January 2021 implementation period, when PGCPS schools exclusively offered remote instruction. Our findings suggest that third to fifth-grade BookNook students with high levels of usage gained literacy skills at a somewhat faster rate compared to BookNook students who engaged the platform less frequently, and also compared to their peers who did not participate in the implementation. The study has a number of limitations, including the short implementation window, the considerable variability in usage among BookNook students, and the non-random and voluntary enrollment process."

PGCPS will review KRA mathematics scores, PGCPS Milestone Tasks for grades K through 5, and district mathematics Benchmark scores to determine if students participating during the school year are showing growth in mathematics. Each of the assessed measures will gauge the student's readiness for kindergarten in mathematics, their knowledge, and skills on standards-based instruction as part of the PGCPS mathematics curriculum with the built-in formative measures. Each milestone task measures the student's demonstration of knowledge of mathematics standards at the end of each unit within the curriculum. The benchmarks have been designed to measure students' demonstration of ability at the end of each quarter.

4. **Discuss how past performance has informed the proposed activities and the future impact the proposed key activities will likely have on the target population.**

PGCPS will use the following measures to measure effectiveness: KRA mathematics scores, PGCPS Milestone Tasks for grades K through 5 and district mathematics Benchmark scores. PGCPS intends to continue using the Book Nook program with all Kindergarten through grade 5 students as part of the mathematics program. The program will continue fiscal spending from ESSER III funds and will be offered to students for a full implementation year.

5. **LEAs should specifically address plans and strategies related to the specific student groups identified in the Prioritizing Educational Equity section of this Guide.**

In addition to the plans and strategies referenced in Focus Areas 1 – 3, PGCPS has adopted these strategies district-wide to support the needs of the most vulnerable populations in PGCPS:

- **Districtwide Science of Reading Training**: Professional learning opportunities for all K – 3 educators, special education teachers, principals, and literacy specialists aligned to the science of teaching reading to ensure all PGCPS students have strong foundations of literacy.

- **Grow Your Own initiative**: Recruitment strategy to target existing staff and provide incentives for them to become credentialed teachers focusing on multilingual individuals, males, and to increase teachers in special education. In addition, this initiative will support PGPCS in attracting and retaining potential educators from the PGCPS community and offer incentives, including tuition-free teacher licensure coursework for elementary education, special education, and ESL teachers.

- **School-based Equity Leads**: 186 schools have chosen school-based leads to facilitate conversations about each school's equity focus. Schools select one to two focus areas to center their equity professional learning.

- **Hazel Telehealth**: This initiative provides students virtual access to mental and physical health providers in 60 schools district-wide.

- **Culturally Responsive Teaching**: The Division of Academics has centered this framework as a core tenet of their professional learning. Tangible changes have been made within the curriculum to support teachers in becoming more aware and culturally responsive in their practice.

- **Partnership with Welcoming Schools**: This partnership opportunity allows PGCPS to infuse professional learning for staff around creating inclusive environments. Many of the learning opportunities have been systemwide full-day efforts. Many schools have also completed professional development sessions – anecdotal data shows that students benefit from these supports. The <u>Welcoming Schools</u> program, associated with the Human Rights Campaign, includes learning modules and resources to create bullying-free environments. Learning modules include gender-diverse backgrounds, the intersectionality of identity, and supporting Transgender youth.

- **Additional Wrap-around supports**: PGPCS has expanded the number of community schools and mental health clinicians district-wide. PGCPS also partners with PGDSS (Prince George's County Department of Social Services) for crisis intervention, support, and resources for early childhood centers and middle schools.

Prioritizing Educational Equity

LEAs must ensure that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success, and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs. See COMAR 13A.01.06.04.

Focus Areas, Goals, and Outcomes

LEAs are required to identify two to three focus areas and establish goals and outcomes for each focus area. To accelerate student performance and eliminate achievement gaps, LEAs must develop goals using an equity lens as noted in the Educational Equity regulation (COMAR 13A.01.06) to address disparities. Refer to page 5 of the Consolidated Plan Guide for guidance.

Focus Area #1: Accelerating Mathematics Achievement for all students

Goal #1: By June 2023, at least 70% of on-cycle math instructional staff will receive a proficient rating on the Planning & Preparation domain of the Framework for Teaching rubric.

Strategies and Measurable Outcomes:

Strategy	Description	Measurable Outcomes
School performance plans	PGCPS school performance plans will include a math goal with measurable student achievement growth targets. Instructional Specialists from the Office of Monitoring & Accountability support each school with the development of its school performance plan. These specialists lead schools through the Plan-Do-Study-Act (PDSA) cycle to develop strategies that can be examined, measured, and monitored.	▪ School artifacts from PDSA cycles detailing strategy implementation of school performance plans ▪ Student performance on math benchmark and MCAP assessment
Math classroom observations	Instructional leaders will conduct formal and informal observations for on-cycle math teachers in addition to quarterly math content learning walks. Central office teams will review observation data and assist instructional leadership teams with school-based professional learning and support.	▪ Quarterly review of informal observation trends ▪ Quarterly review of learning walk trends
Math curriculum expectations	Several PGPCS offices (Office of Employee Performance and Evaluation, Curriculum and Instruction, Area Offices, School Administrators, On-Cycle Mathematics Teachers, Office of Professional Learning and Leadership) will collaborate to support the growth and development of mathematics teachers districtwide. These teams will offer ongoing professional learning opportunities and provide targeted support for mathematics teachers to increase their knowledge of the PGPCS mathematics curriculum and content standards. The teams will also focus professional learning opportunities on ensuring that mathematics teachers can provide differentiated lessons for diverse student groups. The team will work to move teachers to a more robust understanding and implementation of the curriculum by building their confidence and comfort with the curriculum.	▪ Teacher participation and satisfaction with professional development and curriculum office hours ▪ Teacher knowledge and skills acquired after professional development ▪ Quarterly curriculum implementation surveys

Goal #2: By June 2023, the percentage of students with disabilities and EL students demonstrating progress in Mathematics proficiency from the previous school year will increase by 2%.

Focus Area #1: Accelerating Mathematics Achievement for all students		

Strategies and Measurable Outcomes:

Strategy	Description	Measurable Outcomes
Professional learning opportunities	ESOL and Special Education offices will host several professional learning opportunities throughout the school year to share best practices for students receiving special education services and English language instruction. ▪ Self-paced courses to support content teachers with developing an understanding of academic language and how English proficiency develops ▪ The Six Key ESOL strategies workshops will provide professional development to ESOL teachers, content teachers, specialists, instructional lead teachers, and administrators in PGCPS ▪ The Department of Special Education offers monthly afterschool clinics with rotating topics including specially designed instruction, collaborative practices, adult self-care and wellness, and the IEP Process. ▪ Provide training and technical assistance to co-teaching teams at the middle and secondary levels on planning and implementing effective co-teaching models. ▪ Provide quarterly math content training and coaching for select grade-level mathematics and special education teachers with a focus on building teacher's content and pedagogical knowledge as well as developing a deep conceptual understanding of the mathematics to be taught.	▪ Teacher satisfaction rates with professional learning ▪ Teacher knowledge and skills acquired after professional development ▪ Classroom observations demonstrating teachers using knowledge and skills ▪ ESOL/SPED student performance on math benchmark and MCAP assessment
Tutoring, Intervention and Enrichment Opportunities	The selected interventions are adaptive and designed to meet students at their current academic level. ▪ SpellRead ▪ Lexia ▪ SPIRE ▪ Corrective Reading ▪ Quick Reads ▪ Read 180/System 44 ▪ Speak Agent ▪ Dreambox	▪ Student time allocated in tutoring, intervention and enrichment programs ▪ EL students/SPED student performance on math benchmark and MCAP assessment ▪ EL students/SPED student grades

Focus Area #2: Improve School Climate & Culture

Goal #1: By June 2023, fewer than 13.8% of stakeholders agree that bullying is a problem at their/their child's school on the PGCPS Culture and Climate survey.

Strategy	Description	Measurable Outcomes
School-based Anti-Bullying Plans	Schools will develop and implement anti-bullying plans that outline their approaches to addressing bullying. Plans must be shared with families and posted on the school's website.	▪ Implementation of school-based plans ▪ Number of students reporting that they feel safe on Climate/Culture survey ▪ Decrease in number of bullying, and harassment incidents
Parent Workshops and Learning Opportunities	▪ Student services team will lead a book study to support families with addressing negative social challenges regarding bullying. ▪ Wellness Wednesday Presentations - The Department of Student Services hosts quarterly Wellness Wednesday's virtual sessions during the 2022-2023 school year. Wellness Wednesdays will provide informative and interactive content on mental health, wellbeing and family resources.	▪ Parental satisfaction and participation rates ▪ Decrease in number of bullying, and harassment incidents
Online Bullying Reporting App	The Bullying, Harassment or Intimidation Reporting app is used to report alleged incidents of bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection back to the school setting that creates a risk of harm to other students while they are at school or interfering with the educational environment.	▪ Number of bullying incidents reported
Bullying Advisory Council	This council will develop strategies, review data, and develop a communications campaign and materials to support reducing bullying across all levels.	▪ Number of bullying incidents reported
Student Videos	PGCPS has made several videos available for grades 6 – 12 students accessible on the "Safe Schools" professional learning platform.	▪ Number of students viewing videos

Goal #2: By June 2023, the percentage of students chronically absent will decrease by 5%.

Strategy	Description	Measurable Outcomes
Home Visits	Pupil personnel workers will connect home visits for elementary and middle school students with habitual truancy concerns (36 days or greater).	▪ Rate of home visits ▪ Decrease in habitual truancy rates
Student Intervention Team Meetings	School-based student intervention team meetings will occur for K – 12 students with habitual truancy concerns (36 days or greater).	Decrease in habitual truancy and chronic absenteeism rates
Collaboration with partner agencies	PGCPS will coordinate with the following community partners to decrease chronic absenteeism: ▪ Anti-truancy campaign with State's Attorney's Office and PGCPS' CEO to shine a spotlight on truancy ▪ Neighborhood truancy checks in partnership with police officers and high school resource officers • Ongoing consultation with ALLHERE regarding support for chronically absent and habitually truant students	▪ Summaries from School STAT data meetings outlining trends and next steps ▪ Pupil Personnel Worker check-in data ▪ Weekly student well-being report

Focus Area #3: Enhancing Mental Health & Social Emotional Learning

Goal #1: By June 2024, at least 72.5% of instructional staff will agree that they are confident in incorporating SEL strategies in the classroom.

Strategy	Description	Measurable Outcomes
Social Emotional Learning Academy	The Social Emotional Learning Academy has been designed in partnership with PGCPS and Mount Holyoke College to provide educators with a free opportunity to increase their knowledge and leadership related to social and emotional wellness while earning six graduate-level credits. After completion of the program, these teachers will develop a training model and classroom looks to for these principles to be implemented district wide.	▪ Teacher certification rates ▪ Teacher confidence in implementing SEL strategies on the Culture and Classroom Survey ▪ Classroom observations will show evidence of SEL "look fors"

Goal #2: By June 2023, at least 65% of students who used one or more mental health and wellness supports reported that the services were helpful or improved outcomes.

Strategies	Description	Measurable Outcome
Launch of Behavioral Health (BH) Works software platform and post-counseling survey	The PGCPS School Services team will launch the BHWorks software to track the mental health support provided to students and the impact on their academic, behavioral and social outcomes. With the launch of the software program, clinicians, school counselors and psychologists will implement monthly surveys for students receiving long-term counseling to determine if the supports were emotionally helpful to them, if they learned something helpful, if they aided in their emotional and academic improvement and supported improvement of anxiety, attendance and suicidal ideation.	▪ Monthly student surveys ▪ BH works implementation reports ▪ Climate & Culture Survey
Hazel Telehealth Program	PGPCS has launched this telehealth program in 60 schools to increase access to physical and mental health services for students.	▪ Number of families enrolling in Telehealth program ▪ Number of students accessing telehealth program

Add more rows if necessary

Title Programs, Equitable Services, and State Fine Arts

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	TBD
Title I, Part C: Education of Migratory Children	NA
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	NA
Title II, Part A: Supporting Effective Instruction	November 1, 2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	September 30, 2022
Title IV, Part A: Student Support and Academic Enrichment Grants	October 13, 2022
Title IV, Part B: 21st Century Community Learning Centers	NA
Title V, Part B, Subpart 2: Rural and Low-Income School Program	NA
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	TBD
Equitable Services Report	October 28, 2022
State Fine Arts Grant	October 31, 2022

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

LEA requirements for Gifted and Talented Education is specified in <u>COMAR 13A.04.07.06.</u> Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

1. The process for identifying gifted and talented students.

PGCPS's student assessment data for TAG identification comes from multiple sources, reflects numerous assessment methods and represents an appropriate balance of quantitative and qualitative measures. At each grade level, there are several paths to identification in designated areas of intellectual giftedness and academic talent. The tools used to identify students for talented and gifted services are cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades. Universal testing and screening are completed in grades 1, 2, and 4. New registrant testing and screening are completed in grades 3 and 5. Students in grades 6 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. The PGCPS Teacher Checklist of Gifted Characteristics and Behaviors is based on Dr. Joseph Renzulli's *Three Ring Conception of Giftedness.*

Grade 1
All students in grade 1 are universally tested and screened using the Otis-Lennon School Ability Test (OLSAT). All students who score between the 77th and 99th percentile undergo additional screening for gifted services. The screening process includes a checklist of gifted characteristics and behaviors, iReady Reading National Percentile, and student report card grades. Grade 1 students who score below the 77th percentile but whose non-verbal ability is above the 90th percentile take the Naglieri Non-verbal Ability Test (NNAT).

Grade 2 and 4
All students in grades 2 - 5 are universally tested and screened using the Cognitive Ability Test (COGAT). All students who score between the 77th and 99th percentile on any combination of two composite COGAT scores (Nonverbal-Verbal, Verbal-Quantitative, or Non-verbal Quantitative) undergo additional screening for gifted services. The screening process includes a teacher checklist of gifted characteristics and behaviors, iReady Reading National Percentile, and a review of report card grades.

Grades 6 – 8
Students in grades 6 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. Students will take the OLSAT cognitive assessment and Scholastic College and Achievement Test (SCAT). The team identifies students for TAG eligibility based on these test results, other reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades. MCAP district percentile data was not available for screening this year.

New Students
<u>Grades 3 and 5</u>
All new registrants to PGCPS by October 30th are administered the COGAT and iReady Reading assessment. All students who score between the 77th and 99th percentile any combination of 2 composite COGAT scores (Nonverbal-Verbal, Verbal-Quantitative, or Non-verbal Quantitative) are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, and report card grades are also used during the screening process.

Any new registrants to PGCPS after November 1 who are nominated by a teacher, administrator, parent, or themselves, are administered the OLSAT and iReady Reading assessment. All students who score between the 77th and 99th percentile any combination of 2 composite COGAT scores (Nonverbal-Verbal, Verbal-Quantitative, or Non-verbal Quantitative) are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, and report card grades are also used during the screening process.

<u>**Twice-Exceptional Screenings**</u>

Teachers, administrators, parents, and psychologists may nominate students in grades 2 - 8 for gifted services. The cognitive ability measures, teacher checklist of gifted characteristics and behaviors, achievement data, and

report card grades are used in the screening process, as well as individual cognitive ability assessments (i.e., WISC, Woodcock-Johnson, etc.), psychological report, Individual Education Plan (IEP), parent checklist, student work, creativity assessment based on E. Paul Torrance's research, and School Instructional Team (SIT) meeting notes. The Supervisor of Talented and Gifted and the Special Education Twice-Exceptional Specialist reviews each student's records to determine eligibility.

The team also reviews all reading and math achievement data for students with disabilities (SWD). To complete the screenings, the Twice Exceptional Resource Teacher follows up with TAG Coordinators and teachers of potential twice-exceptional students.

Gifted English Language Learners Screenings
Teachers, administrators, parents, and psychologists may nominate current or exited ESOL students in grades 2 - 7 for gifted services. The team reviews cognitive ability measures, the teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades. The team may also recommend additional testing using the NNAT assessment on a case-by-case basis. The team collaborates with the ESOL Department to review the records of any grade 4 student receiving ESOL services with a WIDA Access Test score of 6 or 4.0 or higher on comprehension, writing and reading subtests.

Talented and Gifted Re-screening Opportunities
Multiple testing and re-screening opportunities are provided for students throughout elementary and middle school grades. Students who do not score within the qualifying range (77-99 percentile) on the grade 1 administration of the OLSAT Cognitive Ability Assessment are given the opportunity to retake the assessment in grade 4.

Rescreening is done for any nominated student who has been screened but did not qualify for services. Nominations for re-screening can be initiated at any time by the TAG Office, parents, teachers, administrators, and students.

2.   The number of gifted and talented students identified in each school. *

  *The number of GT students in each school and LEA will be derived from 2021-22 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

3.   The percentage of gifted and talented students identified in the LEA in 2021-22. LEA must report the percentage and how it was calculated in this cell.

For the 2021-22 school year, 10.4% of PGCPS students in grades 1 – 12 were identified for TAG services. This percentage was derived by dividing the number of students receiving gifted services (10,227) by the Spring enrollment count for grades 1 – 12 that is reported annually to the MSDE Office of Accountability (98,598).

4.   The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2021-22.

PGCPS currently does not conduct universal testing and screening in its Special Education Regional Schools and Early Childhood Centers; these programs provide services to students with extreme handicapping conditions. The exempted schools include C. Elizabeth Rieg, James E. Duckworth, Margaret Brent Regional Schools, Chapel Forge, Frances Fuchs, H. Winship Wheatley, and Kenmoor Early Childhood Centers.

5.   The continuum of programs and services.

PGCPS provides comprehensive instructional services for TAG-identified students at all levels, per COMAR. At the elementary grade level, schools provide gifted and talented instruction using one of three delivery models - TAG pull-out, TAG in the regular classroom, or via a TAG center. At the middle school level, students can enroll in a TAG center or take honors courses. At the high school level, TAG-identified students can enroll in various specialty programs in selected schools. They can also take honors, advanced placement, or dual enrollment courses.

TALENTED AND GIFTED PROGRAMS

TAG Pull-Out Program - Elementary School
The TAG pull-out program provides TAG-identified students who attend an attendance area school with an enriched, thematic, and interdisciplinary educational experience beyond PGCPS' core curricula. The TAG pull-out curriculum components include enrichment units that provide opportunities for developing critical and creative thinking skills and advanced research skills through independent study and Junior Great Books Shared Inquiry. TAG pull-out groups meet two hours weekly from October through June.

TAG in the Regular Classroom Program - Elementary School
The TAG in the regular classroom program provides TAG-identified students with enriched, accelerated, and differentiated services within the traditional classroom setting. This program takes an enriched approach to language arts, integrating the areas of literature, reading, and composition. Opportunities for math acceleration also exist in TRC Schools, as do various other forms of acceleration, including curriculum compacting, content acceleration, and grade skipping. Differentiated instructional strategies in the heterogeneous classroom include the following: pre-assessments, curriculum compacting, tiered assignments, flexible grouping, independent study, acceleration, concept-based/interdisciplinary units, learning/interest centers, and enrichment clusters.

In grades 2 through 6, it is recommended that at least seven TAG-identified students form a cluster group within a class. Student readiness, interests, and learning profiles guide the pace and rigor of instruction.

TAG Center Program – Elementary and Middle School
The TAG Center Program provides TAG-identified students with full-day advanced, enriched, and accelerated educational experiences to meet gifted learners' unique and specialized instructional, social, and emotional needs. Placement in the TAG Center is through the PGCPS Lottery process due to the limited space for each program.

Specially trained teachers implement the full-day program in six TAG elementary schools, four TAG middle school centers, and one K-8 Academy TAG Center. Approved TAG Center resources and support documents in Reading/Language Arts, Mathematics, Social Studies, Science, World Languages, and Interrelated Arts serve as instructional guides for the program. The TAG Center Program's specific components are accelerated and enriched instruction in all content areas. The centers implement a laboratory approach to science instruction and integrate the areas of literature, reading, and composition in language arts utilizing the William and Mary Language Arts Curriculum for Highly Able Learners, Junior Great Books, and author studies. The Social Studies curriculum includes a multicultural emphasis and advanced study/research skills. The World Language curricula include International Culture and Language (ICAL) for students in grades 2-5; Introduction to Spanish or French – Grade 6; Spanish I or Chinese I – Grade 7; and Spanish or Chinese II – Grade 8. As with TAG in the regular classroom program, opportunities for math acceleration also exist in the TAG Centers, including high school algebra and geometry at the middle school level. An interrelated arts component incorporates the study of the fine arts with off-site educational, scientific, and artistic enrichment opportunities.

PGCPS provides continuity to TAG center middle schools for TAG center elementary students. Continuity is also guaranteed to TAG center middle school students who enroll in PGCPS International Baccalaureate high school programs.

PGCPS TALENTED AND GIFTED (TAG) SERVICES

Honors Courses – Middle and High School
All middle and high schools offer honors courses in English and social studies. Per the Talented and Gifted Programs Administrative Procedure 6142.2 TAG-identified students in boundary middle and high schools are automatically scheduled for honors courses. On the other hand, placement in advanced mathematics courses is based on readiness assessments and/or completion of prerequisites.

Advanced Placement Courses - High School
The Advanced Placement program allows students to pursue college-level studies while still in high school and is designed to prepare students to take and pass the AP course examinations administered nationally by the Educational Testing Service. College credit is awarded to students who pass end-of-course examinations with scores that are pre-determined by specific colleges or universities. A minimum of eight (8) AP courses are offered in every PGCPS high school.

Dual Enrollment Courses - High School
PGCPS currently has formal dual-enrollment agreements with Prince George's Community College and Bowie State University, which include a list of courses students can take for college credit while enrolled in PGCPS high school programs. Additionally, both colleges share student grades directly with PGCPS. Students participating in dual enrollment at any other institution must submit their grades to the Department of College and Career Readiness and Innovative Programs for inclusion on their high school transcript.

The Accuplacer is an online college placement exam used to determine eligibility to take college-level courses for academic credit. High school juniors and seniors with a 2.5 minimum GPA are eligible to take the Accuplacer test at their high schools, free of charge, during the school year. Students can take the Accuplacer exam twice in a given school year.

Prince George's Community College Underage Student Procedure
Prince George's Community College's administrative procedure for allowing underage students access to college-level courses is as follows:

Prince George's Community College may accept for special admission certain underage students (who) are designated as "talented and gifted" but who are yet recipients of a high school diploma or a high school equivalency certificate. Students will be considered for such admission provided one of the below criteria have been met and documented. Additionally, the student must take the college's placement exam and score with non-developmental results in all three sections".

- Identification by the student's Board of Education or private school governing board as talented and gifted.
- Completion of at least the 7th grade and a standardized test score of 1200 on the SAT (with no less than 500 in either subpart- -mathematics or verbal) or a 22 on the ACT. Designation as a PSAT/NMSQT Finalist or Semifinalist will also suffice.
- Admission to a recognized gifted and talented program in the state of Maryland or identification by local, professionally qualified individuals or entities as having outstanding abilities in a particular area such as art or music which qualifies them for advanced study in that area. The college reserves the right to determine whether it will recognize a program or professional entity as meeting this criterion prior to accepting the recommendation.

Instead of the first two criteria listed, homeschooled students may be assessed by a psychometrist or other professional qualified to administer and interpret the results of a recognized achievement test which places the student at the 90th percentile or higher using norms for college-bound students. The college reserves the right to determine whether it will recognize the validity of such tests, and it requires that students check with the Director of Recruitment and Admissions.

High School Specialty Programs - High School
At the high school level, PGCPS offers TAG-identified students enrollment opportunities in several themed programs of study at selected school sites and advanced placement course options at all high schools. TAG-identified high school students can choose to participate in specialty programs and accelerated courses based on personal interests and program requirements. Specialty courses of study include Visual and Performing Arts, International Baccalaureate, Aerospace, Academy of Health Sciences, and Science and Technology.

6. Data-informed goals, targets, strategies, and timelines for 2022-23.

Goal: Increase the number of students from low socioeconomic backgrounds, as measured by FARMs recipients, who participate in gifted education services district-wide by 2%.		
Target(s):	**Strategy(ies):**	**Timeline(s):**
By June 2023, 50% of students receiving gifted education services will be from low socioeconomic backgrounds.	Continue to implement universal testing and screening in grades 1 and 4; new registrant	Testing begins September 2022 and ends January 2023.

Goal: Increase the number of students from low socioeconomic backgrounds, as measured by FARMs recipients, who participate in gifted education services district-wide by 2%.		
Target(s):	**Strategy(ies):**	**Timeline(s):**
	testing and screening in grades 2, 3, and 5; parent and teacher nominations in grades 6 - 8.	Screening begins January 2023 and ends March 2023
By June 2023, 50% of students receiving gifted education services will be from low socioeconomic backgrounds.	Implement Grade 2 and 3 re-screenings for students who did not qualify in Grade 1 or 2.	November 21, 2022
Target(s): By June 2023, 50% of students receiving gifted education services will be from low socioeconomic backgrounds.	Review iReady and MCAP data for all 5th and 6th graders at Title I schools for screening purposes.	November 21, 2022
By June 2023, 50% of students receiving gifted education services will be from low socioeconomic backgrounds.	Training Title I Central Office members in gifted characteristics, identification processes, and gifted best practices, so they can inquire about TAG services in the Title I schools they support.	October 2022 – June 2023
By June 2023, 50% of students receiving gifted education services will be from low socioeconomic backgrounds.	Continue to support the 11 Title 1 Schools participating in the Javits Project. This is year 4 of a 5 years MSDE Project.	October 2022 – June 2023

Goal: Increase the number of Hispanic/Latinx students who participate in gifted education services district-wide by 2%		
Target(s):	**Strategy(ies):**	**Timeline(s):**
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Analyze PGCPS TAG participation data by subgroups to track progress toward meeting target.	December 2022
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Continue to implement universal testing and screening in grades 1 and 4; new registrant testing and screening in grades 2, 3, and 5; parent and teacher nominations in grades 6-8.	Testing begins September 2022 and ends January 2023. Screening begins January 2023 and ends March 2023
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Implement Grade 2 and 3 re-screenings for students who did not qualify in Grade 1 or 2.	November 21, 2022
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Analyze verbal and nonverbal scores to identify students with high nonverbal scores and low verbal scores. Review additional data points and possibly administer the Naglieri Nonverbal Assessment Test (NNAT).	January – March 2023

Goal: Increase the number of Hispanic/Latinx students who participate in gifted education services district-wide by 2%		
Target(s):	**Strategy(ies):**	**Timeline(s):**
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Analyze WIDA Access Data of all current ESOL students for TAG screening purposes.	March 2023
By June 2023, 21% of TAG students enrollment will be Hispanic/Latinx.	Review MCAP data for all 5th and 6th graders at schools with the largest Hispanic/Latinx population for screening purposes/	January - March 2023

Goal: Provide at least one staff member from each of the elementary schools with professional development in the characteristics of gifted students from diverse backgrounds and the identification processes and protocols.		
Target(s):	**Strategy(ies):**	**Timeline(s):**
By June 2023, 100% of elementary schools will have at least one staff member trained in gifted characteristics and TAG screening protocols.	Plan and deliver a 3-hour professional development workshop for all TAG Coordinators	October 2022
By June 2023, 100% of elementary schools will have at least one staff member trained in gifted characteristics and TAG screening protocols.	Register 110 PGCPS educators to participate in the Maryland Educators of Gifted Students annual conference. The 4 keynote speakers are specifically addressing characteristics and identification practices. This is a virtual conference, and access is available all year.	October 14, 2022 – October 14, 2023
By June 2023, 100% of elementary schools will have at least one staff member trained in gifted characteristics and TAG screening protocols.	Plan and deliver a 3 hour zoom professional development training for educators of twice-exceptional learners to learn the characteristics and of twice-exceptional learners.	December 2022

January 2023 |
| | | |

Comprehensive Teacher Induction & Mentoring

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.07.01. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

> **Dr. Kristi L. Holden, Director of Professional Learning, Office of Professional Learning and Leadership**
> Oversees the CTIP under the direction of the Chief of Human Resources
>
> **Mr. Eric Stephens, Supervisor, Teacher Leadership Programs, Office of Professional Learning and Leadership**
> Manages and coordinates the day-to-day functions of the various mentoring and induction programs and supports

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	4 Office of Professional Learning and Leadership
Part Time Mentors	178
Full Time Teachers	792
Total Number of Mentors	184

3. Please provide the total number of probationary teachers being served by your CTIP.

> 1,242

4. Please provide the average mentee to mentor ratio (example: 15:1).

> 7:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

> **PGCPS Mentoring Program**
> The PGCPS mentoring program is anchored in the New Teacher Center (NTC) Instructional Program and Practice Standards in alignment with the Charlotte Danielson Framework for Teaching (FFT). PGCPS has shifted to a school-based instructional mentor-teacher role for SY23. This new structure will provide targeted instructional support to novice educators through school-based, job-embedded mentoring and coaching that focuses on teacher development and retention. Before the start of the mentor effective assignment date, all school-based mentor-teachers engage in a mandatory "Learning and Leading" series of professional learning modules to build their capacity as mentor-teachers.
>
> **New Teacher Center Training**
> For SY23, PGCPS will continue its partnership with the New Teacher Center (NTC) to provide school-based mentor-teachers with monthly training and targeted coaching focusing on excellence and equity. Through this partnership, mentor-teachers will be better positioned to support the district's equity and social-emotional

learning (SEL) goals of building a culturally responsive transformational workforce and enhancing the organizational learning culture. NTC will facilitate five days of professional learning for school-based teacher leaders. Through this professional learning, participants will:

- Develop skills necessary for instructional mentoring for equitable learning
- Use data to support the improvement of teaching and learning
- Learn to support teachers in creating optimal learning environments in which they create emotionally, intellectually, and physically safe environments
- Learn about best practices for creating equitable, culturally responsive, and standards-aligned curriculum and instruction and meeting the diverse needs of every learner
- Engage in ongoing communities of practice forums

PGCPS Teacher Leader Academy (TLA) Training
This comprehensive professional development program is based on the National Standards of Teacher Leaders Model to develop teacher leaders who work with administrative leadership to support effective teaching and promote student learning. The TLA consists of 3.5 hours of Learn and Grow sessions using the communities of practice structure.

Topics during the Learn and Grow sessions consist of:
- Coaching (Bruce Wellman & Laura Lipton)
- Using data to drive coaching decisions
- Understanding adult learning theory and implications for teacher leadership (Meizrow)
- Understanding generational theory and implications for building relationships with a novice teacher
- Collegial and collaborative Strategies
- Presenting and developing engaging presentations
- Access to teacher research, materials, and resources
- Maintaining work-life balance
- Mindfulness and Wellbeing

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

The school-based instructional mentor-teacher role will be shared with administrators during the first systemic principals meeting. Administrators will be informed of the teacher leader application process and timeline to include eligibility requirements for the position, roles and expectations, stipend amount, and monthly professional learning topics to prepare teacher mentors for their roles.

A key component of PGCPS' work with the NTC will be fostering a more comprehensive, collaborative partnership between the mentor, mentee, administrator, and other key personnel instrumental to the new educator's development. NTC will assess the current professional learning and development state for early career teachers and the coaching/school leadership teams who support them during the planning phase. District leaders will then define a long-term strategy to support early career teachers in line with the metrics used to define the overall academic strategy of the district. System leaders and their teams will also create an implementation plan that includes, but is not limited to, the following components:

- Mentor role and expectations
- Models for job-embedded coaching and feedback
- Communication expectations of mentors
- Metrics and benchmarks to monitor progress
- System-wide communication plan to increase stakeholder buy-in

Once the program begins, NTC will continue collaborating with system leaders in program planning and capacity-building efforts that include continued customization of professional learning, review of program data, and developing long-term plans to build a self-sustaining mentor program for PGCPS.

3.   Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

> The New Teacher Center will provide individualized, job-embedded in-field coaching and feedback as a vehicle to formally assess individual mentor practice. NTC will work with PGCPS program leaders to collaboratively develop a program evaluation system. Evaluation levels will include teacher satisfaction levels of the mentor program and a review of the weekly mentor logs, which document types, levels, and frequency of support. School principals and program coordinators from the Office of Professional Learning and Leadership will monitor and oversee the school-based mentoring program. Leaders will analyze the end-of-year evaluation data to help gauge each mentor's impact over the school year.

Section C- Comprehensive Teacher Induction Program Overview

1.   Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

> The purpose of the PGCPS induction and mentoring program is to advance equity and opportunity that lead to increased student outcomes. The goal is to provide standards-aligned support to teachers as they create and sustain optimal learning environments in which the diverse needs of every learner are addressed with unwavering attention to equity and continuous academic, social, and emotional growth. This section provides a overview of services for new teachers, from the initial orientation process and extending throughout the school year.
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> **Pre-Service Week Activities**
> As part of the initial orientation process, all new educators are invited to the following activities:
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> - New Employee Orientation (mandatory)
> - Laptop Distribution (for eligible new hires)
> - New Teacher Boot Camp
> - Professional Educator Induction Program
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> **Professional Educator Induction Program (PEIP)**
> Under the Supervision of the Office of Professional Learning and Leadership (OPLL), PEIP is the seminal event of the August Pre-Service Induction. During this three-day training, new teachers are introduced to school system leaders and fellow educators and receive information regarding curriculum, systemic initiatives, and priorities. PEIP provides initial system-wide professional development for newly hired teachers. In this program, newly hired teachers receive guidance and training to build their understanding of district programs and curricula required by the school system. Training is differentiated by content, grade, and program at the introductory level, including the instructional programs and best practices for getting off to a good start. New teachers completing the core module series receive one continuing professional development credit that may be applied for recertification. PEIP is reinforced by continuous workshops and seminars throughout the school year, provided at the school site, by the area offices, and through specific content area offices that oversee the curricula. In addition, OPLL provides new teachers with mentor support by content area. The attendance for this year's three-day PEIP totaled 546 new educators, which included paraprofessionals promoted to full-time teaching positions for the SY23. Attendees included resident teachers from *Teach for America* and the *Notre Dame of Maryland University (NDMU) Special Education Alternative Certification Program*. In addition to the initial August training, follow-up sessions focusing on content, instructional strategies, and pedagogy are available throughout the year to further assist new teachers with their professional development needs and to encourage reflection upon their practice.
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> **New Teacher Boot Camp (NTBC)**
> Under the supervision of the Office of Professional Learning and Leadership (OPLL), NTBC is a voluntary pre-service component of PEIP. This program allows new teachers to connect with experienced educators, engage in meaningful learning experiences, and familiarize themselves with quality instruction and resources within PGCPS. NTBC provides teachers with the knowledge of how to create and maintain success throughout the school year. NTBC training is conducted primarily by OPLL mentor teachers, with assistance from school-based and central office teacher leaders and specialists. For SY 22-23, 130 new teachers participated in the voluntary three-day New Teacher Boot Camp.
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> Under the supervision of the Office of Professional Learning and Leadership and in collaboration with school leaders, school-based teacher leaders are assigned to provide job-embedded mentoring and coaching support to teachers holding conditional certificates, non-tenured teachers, and tenured teachers new to PGCPS. The PGCPS

instructional mentoring program has been restructured to support the recent hiring of conditionally certified teachers to meet coursework and PRAXIS requirements leading to certification. The PGCPS Mentor Teacher Program consists of school-based mentors.

Ongoing Induction Support Programs

Advancing Equity, Growth, and Inclusion through Mentorship	New for SY23, PGCPS has shifted to a school-based mentor-teacher model. This new structure will provide targeted instructional support to novice educators through job-embedded mentoring and coaching that focuses on teacher development and retention. Under this new structure, PGCPS will continue its commitment to delivering a more equitable mentoring structure that supports the district's goal of providing certified and conditional probationary teachers with a dedicated mentor teacher. Veteran teachers new to PGCPS can receive mentoring support. Mentoring services have also been extended to include long-term substitutes and paraprofessionals filling classroom vacancies.
Conditional Educator Program (CEP)	Under the direction of the Office of the Chief of Human Resources, PGCPS will continue providing full tuition funding for identified conditional educators seeking coursework toward fulfilling their certification requirements. Through the CEP, educators holding conditional certification can take up to 12 fully funded courses through Prince George's Community College. Through the CEP, conditional certificate holders can also take CPD courses leading to initial certification at no cost. Eligible candidates undergo routine transcript analysis and certification coaching to ensure courses taken are appropriate and lead to the desired areas of certification. This initiative is facilitated through a cross-divisional collaboration with the Certification Office, the Office of Professional Learning and Leadership, Human Resources Operations and Staffing, and PGCC faculty.
Continuing Professional Development (CPD) Courses	Through the Office of Professional Learning and Leadership, PGCPS offers targeted professional development courses to all employees. CPD courses are MSDE approved and satisfy teachers' initial certification requirements and the renewal of professional certificates. The core CPD team comprises a CPD Coordinator, a CPD Liaison, and course instructors consisting of school-based and central office teacher leaders and specialists.
National Board-Certified Teacher Program (NBCT)	The PGCPS NBCT Program provides ongoing training to new educators on best practices for 21st Century teaching and learning. Under the direction of the OPLL, the NBCT program hosts virtual conferences and symposiums that provide teacher leaders with strategies for working with novice teachers. These teacher leaders support schools to establish or enhance school-based New Teacher Academies across the district's 13 clusters.
Teacher Leader Academy	In response to the need to establish a greater level of peer-to-peer school-based mentoring support, the TLA was launched to identify and support a cadre of teacher leaders to provide day-to-day support to new teachers in their respective buildings. Previously funded and supported through a USDE grant, this work is now facilitated and sustained by the TLA workstream leads and OPLL mentor teachers.
edTPA/PPAT Performance Assessment Training	This program was designed to assist conditional certificate holders with successfully completing the requisite performance assessments necessary for obtaining a Standard Professional Certificate.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

New teachers receive job-embedded mentoring throughout the year. School-based teacher leaders support probationary teachers by providing instructional mentoring and coaching centered around the FFT model and New Teacher Center's Professional Standards for Effective Mentoring, an evidence-based approach to

accelerating educator effectiveness. Mentors engage in routine peer observations and instructional coaching cycles with the mentors using the Charlotte Danielson Framework for Teaching rubric aligned to the system's observation and evaluation system. Mentors use observable data to provide specific mentoring to support the identified areas of need. After a period of coaching, modeling, and reflecting, a post-support peer observation is conducted to measure teacher growth over time, or in cases where little to no growth is evident, to determine next steps for improving teacher proficiency in the supported area(s).

Understanding that new teachers often learn best through observing seasoned colleagues, when feasible, peer shadowing opportunities are coordinated between the administrator and the mentor teacher to allow the mentee to observe a job-like colleague to witness accomplished teaching. Opportunities for mentee reflection and takeaways are provided throughout the shadowing experience. Mentors routinely collaborate with their novice teachers to co-plan and co-teach lessons. Mentors also model instructional strategies and technology integration while mentees observe and reflect.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

Job-embedded mentoring services are provided throughout the year to new teachers. School-based teacher leaders support probationary teachers by providing instructional mentoring coaching centered around the FFT. Instructional coaching support is framed through New Teacher Center's Professional Standards for Effective Mentoring, which is an evidence-based approach to accelerating educator effectiveness. Mentors engage in routine peer observations and instructional coaching cycles with the mentors using the Charlotte Danielson Framework for Teaching rubric aligned to the system's observation and evaluation system. Mentors use observable data to provide specific mentoring to support the identified areas of need. After a period of coaching, modeling, and reflecting, a post-support peer observation is conducted to measure teacher growth over time, or in cases where little to no growth is evident, to determine the next steps for improving teacher proficiency in the supported area(s).

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4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Below is an excerpt from the PGCPS Unit 1 Teacher Growth Plan/ Educator Handbook:

"The Growth Plan reflects a comprehensive strategy for advancing effective teaching by identifying areas for growth and improvement. The plan is developed collaboratively between the employee and Supervisor and should be monitored and updated regularly. The strategies identified in the Growth Plan for implementation by the employee are designed to improve the cited performance concerns. Failure to meet the expectations of the Growth Plan may result in, but is not limited to, an extension of the Growth Plan, a negative final evaluation rating, and/or adverse action up to termination. The Growth Plan form provided in the evaluation platform is the required form, and it cannot be altered. The Growth Plan must be completed on the evaluation platform. No other form of Growth Plan will be used as documentation if recommending that an Off-Cycle Educator be placed On-Cycle.

The Supervisor must provide notification of a Growth Plan in writing to the Educator and their Instructional Director. The development and implementation of the Growth Plan may occur at any time up to the last duty day for the Educator. Growth Plans may extend into the next school year if expectations were not met in the previous school year."

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

The CTIP is evaluated through the district's retention rate of new educators, FFT observation and evaluation data, end-of-year impact surveys, and the number of conditionally certified teachers moving from a Conditional Certificate to a Standard Professional Certificate. PGPCS leaders use quarterly observation data for new teachers to identify trends and patterns, establish systemic focus areas for new educators, and customize professional learning designed to target specific areas of improvement. PGCPS currently has a 90% new teacher retention rate.

Ongoing and end-of-year mentee evaluations will be enhanced and utilized to capture mentee perception data and overall satisfaction. In recent years, OPLL has collaborated with the Office of Research and Evaluation to improve its surveys and metrics to better gauge the impact of the district's CTIP.

Planning Team Members

LEAs must identify the members of their school system's Local ESSA Consolidated Strategic Planning team using the included table. The team must include representatives from their Educational Equity Office. Please include affiliation or title where appropriate. Additional lines may be added as necessary.

Name	Affiliation/Title	Responsibilities
Dr. Douglas Strader	Chief of Accountability	Comprehensive Plan
Dr. Judith White	Chief of Academics	Focus Area 1
Dr. Helen Coley	Chief of School Support and Leadership	Focus Area 2 & 3
Dr. Kristi Baldwin	Chief of Human Resources	Comprehensive Teacher Induction Program
Ms. Vanessa Weatherington	Director Strategic Planning and Resource Management	Comprehensive Plan
Ms. Jaime Bowers	Director, Testing, Research and Evaluation	Evidence of Impact
Dr. Kia McDaniel	Director, Curriculum and Instruction	Focus Area 1
Ms. Theresa Jackson	TAG Supervisor	Gifted & Talented Education
Mr. Eric Stephens	Supervisor, Teacher Leadership Programs	Comprehensive Teacher Induction Program
Dr. Kristi L. Holden	Director, Office of Professional Learning and Leadership	Comprehensive Teacher Induction Program
Dr. David Rease	Director, Office of Excellence and Equity	Prioritizing Educational Equity
Ms. Stephanie Bailey	Equity Coach	Prioritizing Educational Equity
Dr. Elizabeth Faison	Associate Superintendent, Student Services	Focus Area 2 & 3
Dr. Trinell Bowman	Associate Superintendent, Special Education	Focus Area 1
Dr. Melissa Kanney	ESOL Supervisor	Focus Area 1
Ms. Rashida Tyler	Supervisor, Strategic Planning and Change Management	Comprehensive Plan
Dr. Monica Goldson	Chief Executive Officer	Comprehensive Plan

*Add more rows if necessary