

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



2019 Local ESSA Consolidated Strategic Plan

NOVEMBER 2019

DR. MONICA E. GOLDSON
CHIEF EXECUTIVE OFFICER



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2019 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

Due: November 15, 2019

Local School System Submitting this Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Address:

Sasscer Administration Building
14201 School Lane, Upper Marlboro, Maryland 20772

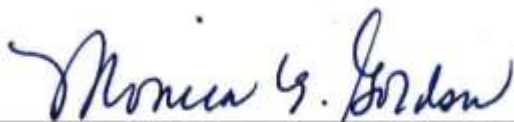
Local School System Point of Contact:

Veronica Harrison, Director of Strategic Planning & Resource Management

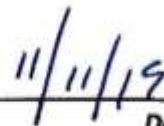
Telephone: 301-952-6361

E-mail: Veronica.Harrison@pgcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



Signature of Local Superintendent of Schools or Chief Executive Officer



Date



Signature of Local Point of Contact



Date

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Local ESSA Consolidated Strategic Plan

Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:

- Every Student Succeeds Act (ESSA); and
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems (LSSs) to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LSS to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to LSSs including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful.

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, LSSs, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires LSSs to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each LSS must submit its consolidated plan to the Department by October 15th each year.

In 2019, LSSs will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies/evidence-based interventions to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017- 2018 data.

Additionally, each plan should include detailed summaries of the alignment between the LSS's current year approved budget, prior year actual budget, and the Local ESSA Consolidated Strategic Plan and objectives.

Planning Team Members

LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM MEMBERS

Use this page to identify the members of the school system’s Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Adesegun, Tracey	Director, ESSA and Title I
Bowman, Trinell	Director, Special Education
Coley, Helen	Chief of School Support and Leadership
Dougherty, J. Michael	Director, Financial Services
Faison, Elizabeth	Director, Student Services
Goldson, Monica	Chief Executive Officer
Harrison, Veronica	Director, Strategic Planning and Resource Management
Herbstman, Michael	Chief Financial Officer
Hill, Raven	Director, Communications/Public Information
Libby, Kara	Chief Academic Officer
Mason, Gwendolyn	Chief of Special Education and Student Services
Murphy, Kristi	Chief of Human Resources
Rhodes, Christian	Chief of Staff
Shetley, Pamela	Director, Office of Talent Development
Stanton, Barry	Chief Operations Officer
Strader, Douglas	Chief Accountability Officer
Watts, Wesley	Chief Information and Technology Officer
White, Judith	Director, Academics



SECTION A: EXECUTIVE SUMMARY



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Introduction

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 132,600 students, and nearly 19,000 employees in SY2018-19. The approved FY 2020 Operating Budget for PGCPS totals \$2,104,664,760. This represents an overall increase of \$56.9 million or 2.8% above the FY 2019 operating budget of \$2,047,732,000.

Demographics

PGCPS serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2018-19 enrollment (Table A), 57.1% of students are Black or African American and an increasing percentage of students (34.3%) represent Latino races. Over the past six (6) years, the shifting demographic composition of the PGCPS student population has outpaced enrollment increases with the Latino-All Races student group growing to 51.7% (from 22.6% in 2013) compared to overall enrollment growth increasing by 7% (from 123,741 in 2013). PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 65.3% of the student population, while the Limited English Proficient (LEP) student group rose to 19.7% from 16.7% in SY17-18. The Special Education student group declined slightly to 10.7% compared to 11.1% in SY18.

PGCPS continues to realize annual enrollment growth and expects to sustain the trend with projected enrollment in the 2019-20 school year approximating 134,000 Pre-K through 12th grade students. PGCPS school enrollment is projected to increase by more than 6,000 students over the next 10 years to approximately 138,500 students by SY 2029.

Student Group	Number	Percent
Latino – All Races	45,468	34.3%
Native American / Alaska Native	372	0.3%
Asian	3,710	2.8%
African American	75,788	57.1%
Native Hawaiian/ Pacific Islander	279	0.2%
White	5,293	4.0%
Two or More Races	1,727	1.3%
Total	132,637	100.0%
Male	67,651	51.0%
Female	64,986	49.0%
Special Education (SPED)	14,185	10.7%
Limited English Proficient (LEP)	26,164	19.7%
Free and Reduced Meals (FARMS)	86,586	65.3%
<i>Source: PGCPS Data Warehouse - FY19 End-of-Year Attendance File.</i>		

Budget Narrative

Climate and Fiscal Outlook

Prince George’s County continued to demonstrate economic progress, despite the Federal Open Market Committee’s economic slowdown projections (2018 U.S. GDP of 3.0% to 2.1% in 2019 and 1.8% into 2021)¹. Prince George’s Economic Development Incentive (EDI) initiative continues to contribute to household incomes and job growth projected to exceed the national average (33.5%) over the next ten years².

This Fiscal Outlook supports continued investment in Prince George’s County Public Schools - at levels that meet or exceed the Maintenance of Effort requirement. Prince George’s County’s FY 2020 contribution of \$786.5 million includes a funding increase of 3%; the contribution constitutes 59.8% of the County’s General Fund. Prince George’s County’s commitment is in direct alignment with Kirwan Commission recommendations.

PGCPS will continue judicious fiscal stewardship over the approved FY 2020 Annual Operating Budget of \$2.1 billion, a 3.7% increase over the prior year. This budget consists of \$1.2 billion (State), \$786.5 million (County), \$124.5 million (Federal) and \$16.3 million (Board).

The FY 2020 Annual Operating Budget focused on improving employee compensation, reducing elementary class sizes, enhancing school safety, expanding full-day Pre-K programs, growing Career and Technical Education, increasing mental and physical health supports, developing a digital initiative for struggling learners, providing equitable resources for schools with concentrated poverty, special education enhancements, and enacting other

¹ <https://www.thebalance.com/us-economic-outlook-3305669>

² <https://www.pgcedc.com/edi-fund> ; https://www.bestplaces.net/economy/county/maryland/prince_george%27s

critical student-focused initiatives. These improvements were possible through \$53.6 million in Kirwan Blueprint funding and \$42.3 million in deliberate centralized reductions.

Revenue and Expenditure Analysis

PGCPS FY 2019 revenue received met expectations towards achieving the system's strategic goals. FY 2019 actual revenue received was \$2,010,872,664; 2% lower than the FY 2019 Approved Budget. The variance was primarily related to lower federal funds of \$11.38 million or 11.4% lower than the FY2019 Approved Budget. The majority of the federal grant funds are multi-year programs that carryover and expand beyond the twelve month fiscal year - in addition to grant funds that were anticipated and reserved, but unallocated during the fiscal year. These multi-year federal grants include all entitlement programs and carryover grants that were extended within the fiscal year.

Lower federal funds were slightly offset by interest earned above appropriation levels of \$6.7 million. The system has adjusted FY 2020 interest budget levels accordingly.

PGCPS' Approved FY 2019 Operating Budget was \$2,047,732,000 - \$61,504,700 or 3.1% more than the FY2018 Approved Revised Budget. The increase primarily supported the mandatory cost of doing business in the following areas: negotiated salary enhancements, charter school funding, student-based budgeting or other cost of doing business (e.g. GPS school bus locators). The system also redirected and prioritized approximately \$8.2 million to offset some of the other incremental Mandatory / Other costs. Changes in assurance expenditure areas were as follows:

- Standards and Assessment expenditures were less than planned expenditures by \$1,678,707 or 5.7%
- Data Systems expenditures exceeded planned expenditures by \$199,612 or 28.8%
- Greater Teachers and Leaders expenditures were less than planned expenditures by \$167,011 or 0.5%
- Turning Around the Lowest Performing Schools expenditures were less than planned expenditures by \$199,708 or 85.6%

Standards and Assessment: Reform Area 1 - Reform Area 1 expenditures were less than planned expenditures by \$1,678,707 or 5.7%. The net change was primarily attributed to the following:

Student Based Budgeting Variance of \$1,454,231 was related to hiring timing lags. This variance represents 0.29% of the student based budget.

- Community School Variance of \$592,912 - this pilot program was fully funded; however, implementation occurred late in the fiscal year.

Data Systems to support instruction: Reform Area 2 - Reform Area 2 exceeded planned expenditures by \$199,612 or 28.8%. The net change was attributed to guidance software - used in both middle schools and high schools - that exceeded planned expenditures by approximately \$199,612.

Great Teachers and Leaders: Reform Area 3 - Reform Area 3 expenditures were less than planned expenditures by \$167,011 or 0.5%, as a result of a hiring time lag of (2) Peer Assistance and Review Teachers.

Turning Around the Lowest Achieving Schools: Reform Area 4 - Reform Area 4 expenditures experienced a cost savings of \$199,708 or 86% primarily driven by operational efficiencies which afforded the program the ability to absorb / fund food and nutrition services.

Mandatory Cost of Doing Business/ Core Services and Other Base Requirements reflect expenditures that are required by law, and support for example, employer obligations like social security; retirement; unemployment insurance; the funding of existing employee contracts including compensation; employee and retiree benefits for health insurance; other benefits; managing risks for the school system through self-insured programs supporting workman's compensation; general liability; excess property claims and expenses; utilities and internal services programs such as printing and vehicle maintenance operations. In addition, Core Services/Other Base Requirements are also deemed necessary by the Local Board of Educators. The category of Mandatory Costs of Doing Business and Other Base Requirements experienced a cost savings of approximately \$35 million or 2% of the FY 2019 Approved Budget. The cost savings are primarily related to lower than anticipated Salaries and Wages, benefit related costs and multi-year federal grant activities that will carry over beyond a 12-month fiscal year. Planned federal grant related expenditures were anticipated but will not occur during this current fiscal year.

Goal Progress (Areas of Focus)

Under the leadership of CEO Dr. Monica Goldson, PGCPS engages in disciplined needs assessments, performance planning, monitoring, and accountability processes at both the individual school and district levels that produces individual School Performance Plans (SPPs) and a District Performance Plan (DPP). These plans and processes are supported by a newly formed Division of Accountability.

Stemming from a systemic needs assessment and informed by extensive data analyses, PGCPS Executives set forth eight strategic goals across two Areas of Focus that will guide our work toward achieving the vision for all students to graduate ready for success in college and/or careers of their choice. Cross-functional root cause analyses, needs identification and prioritization, and joint objective-setting was performed via facilitated work sessions leading to systemic alignment on these priorities. The areas of focus and goals are:

Area of Focus #1: Academic Achievement and Student Growth in ELA and Mathematics

1. Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.
2. Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.
3. Accelerate the pace of growth in performance of SPED and LEP students in state accountability ELA and mathematics accountability assessments.
4. Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels.

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum).

1. Reduce chronic absenteeism and improve overall student attendance rates.
2. Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions in the African American and SPED student groups across all three grade bands.
3. Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.
4. Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career ready success outcomes.

Within this Plan, Academic Achievement and Student Growth is defined as the percentage of students performing at the "met expectations" or "exceeded expectations" levels (akin to PARCC levels 4 and 5 respectively) on the state standardized English and mathematics assessments or the equivalent on the MSAA (Multi-State Alternate Assessment). The second Area of Focus, School Quality and Student Success is defined consistent with the state's definition of chronic absenteeism and well-rounded curriculum. Analysis of PGCPS discipline data has also been included as a district priority under this focus area based on triangulation of discipline, chronic absenteeism, and attendance data, which revealed potentially related root cause hypotheses. In addition, PGCPS is particularly concerned about equity and the slow pace of student progression along the proficiency continuum and thus, includes in Area of Focus #1 goals and objectives that seek to accelerate closure of performance gaps between chronically low performing student groups and students in the aggregate.

Across these two focus areas, goals, actionable strategies and resources necessary for continued improvements in student outcomes are identified. The strategies, centered on academic achievement and holistic student supports, have been defined and prioritized. Detailed action plans, interim milestones, and measureable outcomes will steer strategy execution throughout the Plan's implementation over the next three years and will serve as the guideposts for monitoring progress toward goal achievement. Woven through all strategies is a strong emphasis on data quality and analysis, impeccable execution, and measurable results. We hold ourselves accountable for results and will continue to employ a disciplined performance accountability approach toward realization of expected outcomes.

PGCPS is committed to the selected areas of focus that operationalize our Theory of Action³, which is multi-dimensional in nature and declares that:

If we ...

- Identify the unique knowledge, skills, and supports needed for students to be college, career, and community-ready and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs, **then** there will be clarity, consistency, coherency, and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of teachers and provide instructional strategies, supports, and evaluative feedback for implementation in the classroom; **then** instructional effectiveness will increase and student learning outcomes will improve.
- Hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, monitoring, and execution, **then** we will build the capacity of district staff, school based professionals, and students to consistently strive for continuous learning and improvement.
- If we develop a district culture that fosters a sense of collective responsibility for student success and unity amongst teachers, students, families and communities, **then** our understanding of students' needs will deepen and we will create a shared purpose for our work leading to more effective practices and higher levels of student learning.

PGCPS data analyses that resulted in identification and prioritization of these Areas of Focus included 2016, 2017, and 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) student performance, improvement in 2018 over the previous year's (2017) performance, and trend improvement or regression of performance over the three-year period where data exists. With a lens toward equity, analyses also included examination of performance gaps between students-in-the-aggregate ("all students") and students receiving special education services, limited English proficient students, as well as numerically significant accountability subgroups of students across the three years of analysis. Analyses of student attendance, access to a well-rounded curriculum, and discipline data sets were also conducted. A summary of findings is presented below and detailed results are included in the Needs Assessment Summary section of this Plan.

Considering student academic progress, the 2018 PARCC results revealed a slight, yet promising trajectory for elementary and middle school PGCPS students' English Language Arts/literacy (ELA) mastery over 2017 results. However, the same results revealed a performance decline for students at the high school level, and in specific student subgroups when compared to the aggregate. Performance for 2018 PARCC Mathematics remained virtually unchanged. At the elementary level, 2018 testing performance showed a 0.1 percentage point decline compared to 2017, but increased slightly at the middle school level by 0.3 percentage points. 2018 Algebra I performance registered a sharp (-10.9) percentage point decline. This is a marked change from the gains realized in 2016 and 2017 at the high school level. Also, of continued concern to PGCPS is the widening achievement gap among our Special Education (SPED) and Limited English Proficiency (LEP) student groups in both ELA and Mathematics.

PGCPS believes that to maximize learning opportunities, student attendance must be high, students must be engaged, and coursework must be rigorous. Therefore, data sets comprising the Student Success and School Quality accountability indicator were also examined. Analysis of SY 2018 student attendance and chronic absenteeism data shows PGCPS' overall Attendance Rate (AR) was 92.6% --nearly a full percentage point below the state's AR of 93.5%. The district's Chronic Absenteeism (CA) rate was 23.2% compared to the state's CA rate of 19.4%, attributed to a disturbing rise in chronic absenteeism across all three grade bands. Reporting solid successes, analysis of SY2017-18 access to well-rounded curriculum data sets revealed virtually all (99.4%) PGCPS 5th grade students and 95.7% of 8th grade students were enrolled in courses that comprise the "well-rounded" clusters for the respective grade bands. In contrast, high school students with access to a well-rounded education was alarmingly

³ Adapted from: Curtis, Matt (2013), *Theory of Action to Improve Teaching and Student Learning*. Simsbury Public Schools. https://www.simsbury.k12.ct.us/uploaded/District_Content/files/Theory_of_Action_May_2013.pdf

low at 51.6%, with wide variation in access among accountability subgroups. Furthering the analysis of data sets crucial to student success, PGCPs discipline data for SY2017-18 was examined. Analysis concluded that the rate of PGCPs suspension and expulsions was nearly 7% compared to the state's rate of 5%. Data further revealed that the 2% difference is driven largely by the disproportionate number of discipline incidents issued across the Black/African American student subgroup, which received slightly more than 80% of the total number of suspensions and expulsions while representing less than 60% of the student population. Additionally, of great concern to PGCPs is the lack of data quality and level of confidence that can be assumed in drawing conclusions from these data. Therefore, significant focus has been placed on strategies to address improved data quality.

LSS Capacity

As noted, PGCPs enrollment is projected to grow by nearly 5% over the next decade. This growth is attributed to an influx of international families with children concentrating residency in selected areas within the county. While African-American families remain the majority contributor to PGCPs enrollment numbers, Hispanic families have more recently become a major component of public school enrollment⁴. Substantial shifts in the geographic distribution of the student population have precipitated an imbalance between enrollment and the capacity of public schools in the county. Building utilization capacity as of September 30, 2018 reflects 29% of PGCPs schools at or above 100% capacity with six of these schools reporting building utilization above 150%. While modernization of the PGCPs facilities inventory is a major component of PGCPs plans, boundary changes, consolidations, and revisions to the projected amount of square feet needed at each school may also be warranted. Supported by the Kirwan Blueprint for Maryland, PGCPs will continue to invest in long-term improvements that acknowledge the changing demographics and urgency in making substantial facility upgrades to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Conclusion

The mission of Prince George's County Public Schools (PGCPs) is "to provide a great education that empowers all students and contributes to thriving communities." The PGCPs 2019 Local ESSA Consolidated Strategic Plan is centered on our fundamental belief that students are our priority and all students can achieve at high academic levels. Undergirding this belief is PGCPs' commitment to equity. An equitable education constitutes providing access to essential academic, social, emotional, and economic resources, supports, and opportunities in order to progress and promote each student throughout their educational journey. PGCPs' Educational Equity Policy provides 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.*" Application of the policy seeks to maximize academic success for each student through rigorous instruction, cultural proficiency of our people, equitable access to and allocation of our academic resources, and intentional allocation of budgetary resources with an equity lens.

Our singular goal, as stated in our Strategic Plan, is "*Outstanding Academic Achievement for All Students.*" The selected Areas of Focus presented herein enable realization of this goal. Strategies have been shaped by the data-driven realities of strengths that propel students forward, challenges we face in critical achievement areas, and the boldness of our commitment to all students to prepare them for success in a global society. This Local ESSA Consolidated Strategic Plan manifests these beliefs and will guide us as we move forward, ensuring that every child, in every school, receives safe, rigorous, engaging, and high quality educational experiences every day.

⁴ PGCPs Approved FY 2017 Educational Facilities Master Plan. (p. 2-9)



SECTION B: FINANCE SECTION



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Finance Section

Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the Local School System's (LSS) alignment of current year budget and prior year expenditures with the Local ESSA Consolidated Strategic Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. ***The Executive Summary (I.A)*** includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the Local ESSA Consolidated Strategic Plan goals and objectives, and the responses to analyzing questions.
2. ***Supporting Budget Tables***
 - a. Current Year Variance Table: the budgetary plan for **FY 2020**.
 - b. Prior Year Variance Table: a comparative look at the **FY 2019** plan versus actual events.
3. ***Analyzing Questions*** are based on the Prior Year Variance Tables. Responses to these questions are embedded within the Budget Narrative.

Budget Narrative

Climate and Fiscal Outlook

Prince George's County continued to demonstrate economic progress, despite the Federal Open Market Committee's economic slowdown projections (2018 U.S. GDP of 3.0% to 2.1% in 2019 and 1.8% into 2021)⁵. Prince George's Economic Development Incentive (EDI) initiative continues to contribute to household incomes and job growth projected to exceed the national average (33.5%) over the next ten years⁶.

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⁵ <https://www.thebalance.com/us-economic-outlook-3305669>

⁶ <https://www.pgcedc.com/edi-fund> ; https://www.bestplaces.net/economy/county/maryland/prince_george%27s

- in addition to grant funds that were anticipated and reserved, but unallocated during the fiscal year. These multi-year federal grants include all entitlement programs and carryover grants that were extended within the fiscal year.

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- Community School Variance of \$592,912 - this pilot program was fully funded; however, implementation occurred late in the fiscal year.

Data Systems to support instruction: Reform Area 2 - Reform Area 2 exceeded planned expenditures by \$199,612 or 28.8%. The net change was attributed to guidance software - used in both middle schools and high schools - that exceeded planned expenditures by approximately \$199,612.

Great Teachers and Leaders: Reform Area 3 - Reform Area 3 expenditures were less than planned expenditures by \$167,011 or 0.5%, as a result of a hiring time lag of (2) Peer Assistance and Review Teachers.

Turning Around the Lowest Achieving Schools: Reform Area 4 - Reform Area 4 expenditures experienced a cost savings of \$199,708 or 86% primarily driven by operational efficiencies which afforded the program the ability to absorb / fund food and nutrition services.

Mandatory Cost of Doing Business/ Core Services and Other Base Requirements reflect expenditures that are required by law, and support for example, employer obligations like social security; retirement; unemployment insurance; the funding of existing employee contracts including compensation; employee and retiree benefits for health insurance; other benefits; managing risks for the school system through self-insured programs supporting workman's compensation; general liability; excess property claims and expenses; utilities and internal services programs such as printing and vehicle maintenance operations. In addition, Core Services/Other Base Requirements are also deemed necessary by the Local Board of Educators. The category of Mandatory Costs of Doing Business and Other Base Requirements experienced a cost savings of approximately \$35 million or 2% of the FY 2019 Approved Budget. The cost savings are primarily related to lower than anticipated Salaries and Wages, benefit related costs and multi-year federal grant activities that will carry over beyond a 12-month fiscal year. Planned federal grant related expenditures were anticipated but will not occur during this current fiscal year.

Supporting Budget Tables

Current Year Variance Table: Budgetary Plan for FY2020

1.1A: Current Year Variance Table			
Local School System:		Prince George's County Public Schools	
Revenue Category		FY 20 Budget	
Local Appropriation		\$	786,469,600
State Revenue			1,227,872,982
Federal Revenue	84.010: Title I		35,316,493
Federal Revenue	84.027: IDEA, Part B		26,171,570
Other Federal Funds			62,999,252
Other Local Revenue			16,293,003
Other Resources/Transfers			28,000,000
Total		\$	2,183,122,900
Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.			
Section B - Standards and Assessments			
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
Expenditures:	Source	Amount	FTE
Academic Programs	Unrestricted	1,565,239	18.50
Academy of Health Sciences	Unrestricted	90,976	1.00
Alternative Schools	Unrestricted	562,820	5.0
Apprenticeship Program	Unrestricted	172,699	-
Career & Technology Ed	Unrestricted	610,785	-
Charter Schools	Unrestricted	6,207,837	26.0
Community Schools	Unrestricted	510,977	-
Dual Enrollment Tuition	Unrestricted	511,105	-
Financial Literacy	Unrestricted	100,000	-
Higher Achievement	Unrestricted	100,000	-
MGM Crossland Program	Unrestricted	157,600	-
Prekindergarten Expansion	Unrestricted	380,005	2.0
P-Tech Schools	Unrestricted	79,531	-
Special Education Staffing	Unrestricted	4,712,317	16.0
Student/School Based Supports	Unrestricted	1,827,895	16.00
Summer School	Unrestricted	273,240	-
Testing Materials	Unrestricted	728,773	-
Section C - Data Systems to support instruction			
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.			
Expenditures:	Source	Amount	FTE
Hyperion Implementation	Unrestricted	95,360	-
Website Content Management	Unrestricted	575,000	-

Section D: Great Teachers and Leaders			
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.			
Expenditures:	Source	Amount	FTE
Class Size Reduction	Unrestricted	12,000,000	131.70
Human Resources Staffing	Unrestricted	109,742	1.00
Instructional Lead Teacher (10 Days)	Unrestricted	818,043	-
Principals Retreat	Unrestricted	130,000	-
Labor Partner Professional Development	Unrestricted	178,000	-
Section E: Turning Around the Lowest Achieving Schools			
Reform Area 4: Turning around our lowest-achieving schools			
Expenditures:	Source	Amount	FTE
Interpreting & Translation	Unrestricted	485,000	-
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.			
Expenditures:	Source	Amount	FTE
FY 2019 Core Services Requirements	Unrestricted	2,004,653,173	18,742.7
FY 2019 Core Services Requirements	Restricted	49,635,537	28.6
Health Benefits	Unrestricted	9,674,292	-
Lease Purchase	Unrestricted	1,062,176	-
Maintenance Contracts	Unrestricted	3,250,000	-
Overtime	Unrestricted	4,288,316	-
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.			
Expenditures:	Source	Amount	FTE
Base Adjustments	Unrestricted	9,245,859	-
Board of Education	Unrestricted	321,825	4.0
Capital Programs	Unrestricted	-	3.0
Community Schools	Unrestricted	510,977	-
Internal Audit	Unrestricted	20,195	-
Monitoring, Accountability & Compliance	Unrestricted	286,608	2.0
Performance Audit	Unrestricted	500,000	-
Purchasing	Unrestricted	750,000	-
Restricted Programs	Restricted	58,807,259	88.0
Security Equipment Upgrades for Schools	Unrestricted	1,360,615	-
Reprogrammed Resources	Unrestricted	(59,116,064)	(85.7)
Tax Increment	Unrestricted	3,061,125	-
Warehouse Relocation	Unrestricted	340,000	-
Title I	84.010	35,316,493	310.0
IDEA, Part B	84.027	26,171,570	337.3
Total		2,183,122,900	19,647.1

Prior Year Variance Table: Comparative look at the FY2019 plan versus actual events

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)						
Local School System: Prince George's County Public Schools						
			FY 2019 Original Budget	FY 2019 Final Budget		
Revenue			7/1/2018	6/30/2019	Change	% Change
Local Appropriation			763,562,900	763,804,105	241,205	0%
State Revenue			1,142,581,600	1,138,055,923	(4,525,677)	0%
Federal Revenue	84.010	84.010: Title I	35,626,463	34,476,464	(1,149,999)	-3%
Federal Revenue	84.027	84.027: IDEA Part B	26,171,570	26,077,428	(94,142)	0%
Other Federal Funds			38,309,567	28,167,396	(10,142,171)	-26%
Other Local Revenue			13,479,900	20,291,348	6,811,448	51%
Other Resources/Transfers			28,000,000	-	(28,000,000)	-100%
Total			\$2,047,732,000	\$2,010,872,664	(36,859,336)	-2%
Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.						

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Academic Programs	3,165,575	3,110,992	31.0	31.0
Standards and Assessments	Unrestricted	Charter Schools	8,262,178	8,262,178	60.0	60.0
Standards and Assessments	Unrestricted	Arts Integration	293,020	293,020	1.0	1.0
Standards and Assessments	Unrestricted	P-Tech Schools & 3D Scholars	514,945	508,266	4.0	4.0
Standards and Assessments	Unrestricted	Prekindergarten Expansion	994,027	994,027	8.0	8.0
Standards and Assessments	Unrestricted	Alternative Education Supports	900,000	1,141,788	6.0	6.0
Standards and Assessments	Unrestricted	Teacher Academy	501,615	458,324	3.0	3.0
Standards and Assessments	Unrestricted	Community Schools	748,447	155,535	1.0	1.0
Standards and Assessments	Unrestricted	Alternative Education Supports	900,000	1,141,788	6.0	6.0
Standards and Assessments	Unrestricted	Higher Achievement	200,000	-	-	-
Standards and Assessments	Unrestricted	Student Based Budgeting (SBB)	11,856,719	10,402,488	25.9	25.9
Standards and Assessments	Unrestricted	Youth Career Connection	322,877	322,877	2.0	2.0
Standards and Assessments	Unrestricted	Dual Enrollment Tuition	800,000	989,413	-	-
Data Systems to Support Instruction	Unrestricted	Guidance Software	481,000	680,612	-	-
Data Systems to Support Instruction	Unrestricted	Student Information System Reporting	212,339	212,339	-	-

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Great Teachers and Leaders	Unrestricted	Special Education Staffing	289,039	224,179	2.0	2.0
Great Teachers and Leaders	Unrestricted	Peer Assistance and Review Teachers	539,705	437,554	5.0	3.0
Great Teachers and Leaders	Unrestricted	Compensation Negotiated Commitments	29,492,885	29,492,885	-	
Turning Around Lowest Performing Schools	Unrestricted	Healthy Start Breakfast	200,000	-	-	-
Turning Around Lowest Performing Schools	Unrestricted	Restorative Practices	33,269	33,561	-	-
Mandatory Cost of Doing Business	Restricted	FY 2019 Core Services Requirements - Restricted	38,309,567	28,167,396	150.6	151.6
Mandatory Cost of Doing Business	Unrestricted	FY 2019 Core Services Requirements Base	1,893,158,516	1,869,531,306	17,251.7	17,239.3
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Security Staffing and Equipment	1,000,000	1,000,000	6.0	6.00
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Pest Control	223,121	223,121	3.0	3.00
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Student Transportation-GPS Bus Locator	450,000	450,000	-	-
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Graduation Audit	250,000	250,000	-	-
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	Unrestricted	Redirected Resources	(8,164,877)	(8,164,877)	7.4	7.40
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	84.010	Title I	35,626,463	34,476,464	244.0	244.0
Other: Expenditures not attributable to an assurance area or mandatory costs in this category.	84.027	IDEA, Part B.	26,171,570	26,077,428	279.3	278.3
Total			\$2,047,732,000	\$2,010,872,664	18,096.9	18,082.5

SECTION C: AREAS OF
FOCUS - LOCAL
CONSOLIDATED NEEDS
ASSESSMENT SUMMARY



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Area of Focus
Local ESSA Consolidated Strategic Plan

Introduction

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 132,600 students, and nearly 19,000 employees. The school district serves a diverse student population from urban, suburban, and rural communities, with over 90 percent of the student population being either African American (57.1%) or Latino (34.3%). The remaining 8.6% of the student population is a mixture of Native American students (0.3%), Asian students (2.8%), Native Hawaiian/Pacific Islander students (0.2%), White students (4.0%), and Students of Two or More Races (1.3%). See Table A. The diversity of the school district extends beyond race or ethnicity. Nearly two-thirds of the students (65.3%) are low-income – i.e. they qualify for either free or reduced-price meals – 10.7% of students require special education services, and 19.7% are English language learners (see Table A).

Table A

Demographic Profile, PGCPS, SY2012-13 and SY2018-19						
Student Group	SY2018-19		SY2012-13		Change 2013-2019	
	Number	Percent of Total	Number	Percent of Total	Number	Percentage Point Change
Latino – All Races	45,468	34.3%	27,983	22.6%	17,485	11.7%
Native American / Alaska Native	372	0.3%	636	0.5%	-264	-0.2%
Asian	3,710	2.8%	3,606	2.9%	104	-0.1%
African American	75,788	57.1%	86,419	67.4%	-10,631	-10.3%
Native Hawaiian/ Pacific Islander	279	0.2%	265	0.2%	14	0.0%
White	5,293	4.0%	5,710	4.6%	-417	-0.6%
Two or More Races	1,727	1.3%	2,121	1.7%	-394	-0.4%
Total	132,637	100.0%	123,741	100.0%	8,896	
Special Education (SPED)	14,185	10.7%	13,757	11.1%	428	-0.4%
Limited English Proficient (LEP)	26,164	19.7%	15,372	13.6%	10,792	6.1%
Free and Reduced Meals FARMs)	86,586	65.3%	73,980	60.0%	12,606	5.3%

Source: PGCPS Data Warehouse - FY18 End-of-Year Attendance File.

Over the past six (6) years, the population of the school district has increased by just shy of 9,000 students. This population increase has been driven by the substantial increase in the Latino student population (+17,485), whose percentage of the overall student population increased by (+11.7) percentage points. During the same time period, the African American student population decreased by (-10,631) students, with these students’ percentage of the overall student population decreasing by (-10.3) percentage points (see Table A). These primary population shifts were accompanied by increases in the LEP (+10,792) and FARMs (+12,606) student populations, suggesting that a significant percentage of incoming Latino students are English language learners and low-income. Moreover, LEP and low-income students’ percentages of the overall student population increased by (+6.1) and (+5.3) percentage points respectively (see Table A). The school system projects the student population to increase by another 6,000 students over the next 10 years, and if the current trend holds, the incoming students will be largely Latino, low-income, and of limited English language proficiency. Given recent enrollment trends, coupled with

enrollment projections for the next several years, PGCPS will continue to face significant challenges in its efforts to create an environment that will be conducive to high academic achievement for all students.

The Educational Equity Imperative

In April of 2019, the Prince George’s County Board of Education updated and ratified its Educational Equity Policy (#0101). The purpose of the policy is to affirm the school system’s commitment to equity in schools and supporting worksites in an effort to “foster conditions that reduce disproportionality in student achievement and performance”. The policy also affirms the Board’s belief that closing the achievement gap is about much more than instruction; rather “it is the way [the school system] thinks about, understands, and believes in the potential and capabilities of [its] students, as well as their families and communities, and how [the Board] effectively interacts with them”.

In defining educational equity, the Board of Education commits to providing “adequate and appropriate access for each student, regardless, of socioeconomic status, language or origin, or special needs, to ensure a high-quality education that empowers all students and contributes to thriving communities”. In addition, it sees equitable education as student access to essential academic, social, emotional, and economic resources, supports, and opportunities.

In expounding on its concept of equity, the Board ventures beyond traditional social identifiers such as age, ability, race/ethnicity, family structure, language, national origin, sex, sexual orientation, gender identity and expression, and socioeconomic status, and purposively includes students experiencing *adverse childhood experiences* which can include, but is not limited to:

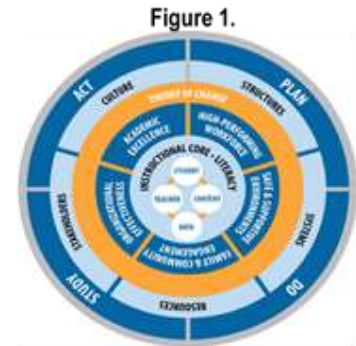
- Physical, sexual, and/or emotional abuse, either direct or witnessed;
- Mental illness of a household/family member;
- Unplanned/unintended pregnancy;
- Homelessness and/or frequent residential mobility;
- Problematic drinking/alcoholic usage of a household/family member;
- Illegal street/prescription drug use of a household/family member;
- Divorce/separation of parents/guardians;
- Domestic violence toward household/family members;
- Incarceration/deportation of a household/family member; and/or the
- Death of a household/family member.

Finally, PGCPS recognizes that it is immersed in a diverse grouping of communities that are impacted in dissimilar ways by public policies, and that the school system must take these factors into consideration as it prescribes approaches to ensure each child receives an equitable education. Ultimately, it is the hope of the school system that students are “satisfied” with their encounters with it, including their engagement both inside and outside the classroom, and that their “satisfaction” is manifested in their social/emotional behavior and attitude towards the school system.

Local Consolidated Needs Assessment Approach

Prince George’s County Public Schools (PGCPS) has adopted a District Performance Planning (DPP) process to assess the needs of the school system. The purpose of the DPP is to provide a comprehensive overview of quantitative and qualitative performance data in order to determine strengths/needs, identify the contributing factors to the needs, and develop intentional plans to address the needs that impact student performance. The process is designed to engage district leaders and other stakeholders in a structured data analysis process that leads to the creation of S.M.A.R.T. Goals targeted to impact student achievement. Through the successful utilization of the DPP, district leaders are able to assess, plan, and monitor targeted improvements in challenge areas.

Benefits of the needs assessment process include the enablement of a transparent and collaborative systemic improvement process with a focus on student achievement aligned to the goals and priorities of PGCPS. A comprehensive approach is employed that consists of 1) Evidence Based Data Analysis 2) Interpretation of Data and Prioritization 3) Focus Areas and Goals and 4) Connection to Implementation. Continuous improvement efforts and ongoing monitoring of progress and alignment is performed at every level of the school system. The DPP process has introduced a uniquely tailored monitoring and accountability system that comprehensively serves multiple purposes and addresses the various priorities of PGCPS in meeting, state, federal, and community stakeholder requirements. PGCPS continues to use the Coherence Framework (Figure 1) to guide systemic alignment of decision making, to improve consistency in implementation of initiatives, optimize impact, and ensure the inclusion of input to plans from diverse stakeholder groups.



The Prince George’s County Public Schools coherence framework represents the interdependence of the multiple areas of the school system that supports the district-wide improvement strategy (Plan, Do, Study, Act).

Adapted from Tushman and O’Reilly’s Congruence Model, 2002

Having recently undergone major changes in the highest levels of leadership, PGCPS is committed to maintaining its focus on stabilizing systems and structures to support and drive continuous improvement across the system in the areas of academic performance, effective leadership, and building a responsive culture to support needed change. To that end, the DPP process frames improvement by intentionally applying the Plan-Do-Study-Act method to continuously test system wide change, and ensure the structure of the District Performance Planning Process (Table 1) yields actionable plans for improvement.

Table 1. District Performance Planning Process		
<i>Study: Analyze data and observations, compare findings to desired change, look for improvement</i>		
Evidence Based Data Analysis	Analysis of Data	<ul style="list-style-type: none"> ▪ Collect and Organize data that was in alignment to the Maryland Accountability Framework*. <i>Aggregate and disaggregate data was provided for all academic data sets to ensure interpretation/and prioritization included all students groups/student service groups.</i> ▪ Initial identification of strengths and challenges and prioritization of the identified challenges.
Interpretation of Data and Prioritization	Needs Assessment	<ul style="list-style-type: none"> ▪ A diverse group of stakeholders is identified to interpret and prioritize data. ▪ Data are analyzed to identify prioritized challenges. ▪ Gain consensus to limit number of challenges for final prioritization ▪ Discuss and determine the impact, feasibility, and additional impacting factors to ensure data is interpreted through a holistic lens (synthesis of

Table 1. District Performance Planning Process		
		<p>both quantitative/qualitative factors to provide a global perspective of district performance and opportunities for growth through strategic prioritization of challenges).</p> <ul style="list-style-type: none"> ○ The discussion of impact and feasibility accounts for including consideration of contributing elements that may impact the interpretation of all data sets analyzed. The work of taking into account internal/external contributing elements allows all stakeholders to interpret the data and engage in shared decision making that is appropriate to the larger district context.
<i>Plan: Identify the problem, plan details of test to address the problem, plan data collection</i>		
Focus Areas and Goals	Determine Priorities	<ul style="list-style-type: none"> ▪ Selection of the final priorities with the greatest potential for instructional impact. ▪ Translate selected priorities into Focus Areas. ▪ Review Focus Areas and provide suggested edits to the proposed goal statements. ▪ Consider and document contextual internal/external contributing elements.
<i>Act: Use findings from data analysis to improve plan, determine next steps- modify or scale. Do: Carry out the change, observe and document, collect data before, during and after.</i>		
Connection to Implementation	Action Steps	<ul style="list-style-type: none"> ▪ Relevant connections are made to existing priorities and new initiatives are planned. ▪ Diverse stakeholders identify strategies, timelines, available resources, and progress monitoring methods. ▪ The plan is analyzed for existing strengths and needed adaptations for future process planning.

The needs assessment phase of performance planning begins with the examination of foundational data sets aligned to the Maryland Accountability Framework and the Every Student Succeeds Act (ESSA) requirements. PGCPS’ use of the Maryland Accountability Framework supports the holistic collection, analysis, and interpretation of data. A diverse stakeholder group is engaged to review data through a broad perspective of student performance in the areas of academic performance, academic growth, English Language Learner performance, and school quality. Analysis of data sets in each of these areas allows the district to identify strengths and challenges for the purpose of defining and identifying the most pressing priorities to address.

As described in Table 1 above, plan monitoring and management to ensure effectiveness is performed through the disciplined execution of the Plan-Do-Study-Act (PDSA) cycle, which supports implementation and ongoing monitoring and management of the effectiveness of the strategies and interventions selected to drive continuous systemic improvement.

- Plan - Progress monitoring data is defined and collected according to progress indicators for each SMART objective. The data are used to complete the subsequent steps of the PDSA cycle.
- Do - Progress indicator data from each SMART objective is analyzed by describing and then making low-level inferences in preparation for the next phase of the PDSA cycle. All relevant stakeholders are involved in data analysis in order to provide insight into the change process.
- Study - Study the results of the data analysis through the use of protocol(s) that support district data-based

decision-making for needed celebrations, adjustments, or discontinuance. The use of protocols supports consistent analysis, rich discussion, and capture of stakeholder decisions as a result of the progress monitoring data analysis efforts.

- Act - Conclusions about what was learned from the cycle and the necessary adjustments in order to meet the end goal and documented and communicated. Findings are shared across the district with relevant stakeholders responsible for making adjustments to work efforts in order to affect change in the focus areas.

The primary data sets/elements used to conduct the PGCPS Needs Assessment included the following required data elements from the MSDE-defined “Areas of Focus”:

- PARCC/MCAP ELA and Mathematics performance levels;
- WIDA results from Access 2.0 testing;
- attendance and chronic absenteeism data;
- course enrollment, course performance and promotion data;
- graduation rate data; and
- student discipline data.

Kindergarten Readiness Assessment (KRA) and DRA (K-2 Literacy) results, and HSA Government results also served as primary data elements.

The sources of these data elements are data files compiled from student education-related activities that are stored on and across a number of data platforms, including *SchoolMax* (the school system’s student information system), the AS400, Elementary Report Card System (ERCS), School Based Student Information System (SBSIS), and Individual Learning Plan (ILP). In addition to these indigenous sources and platforms, data for the needs assessment were also obtained from external sources, including the Maryland State Department of Education and *Ready at Five*, the state’s repository for kindergarten readiness data. From these combined sources, PGCPS’ Office of Monitoring and Accountability was able to compile a master file from which data used for the analysis segment of the needs assessment was readily accessed.

For the most part, the approach to data analysis used in the Needs Assessment consisted of calculating percentages of students performance – both in the aggregate and between and among student subgroups – against state-established accountability performance standards. Extent of need was established and then validated by the distance of aggregate and subgroup performance from the relevant accountability standard. Student subgroup variables considered for the needs assessment included race/ethnicity, special needs (e.g. SPED, LEP, FARMs, etc.) grade level, grade band (elementary, middle, and high), and prior care provider.

The data sources listed above proved adequate for the needs of the various working groups that conducted the needs assessment. For the most part, the Office of Monitoring and Accountability was able to respond to any data request almost immediately. On the odd occasion, a request was made to the Division of Information Technology (IT) for a deeper data dive. Finally, much of the data used for the needs assessment was readily accessible, and the storage platforms were appropriately secured. PGCPS only provides access to data platforms to classes of employees who might need certain types of data.

As described herein, PGCPS’ needs assessment is designed as a comprehensive process to encompass rigorous data analysis, interpretation of identified strengths/challenges, and prioritization of challenges that should be leveraged for the greatest impact. Within each step of the Needs Assessment, specific actions are taken to scaffold the thought processes and collaboration needed to produce a plan that is mutually beneficial to stakeholders and builds shared commitment to implementation resulting in system wide impact.

Local ESSA Consolidated Strategic Plan Needs Assessment Summary

LSS Capacity

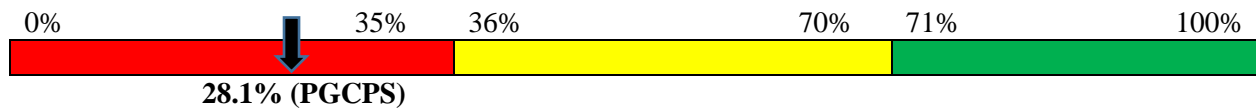
The shifting demographic profile of the PGCPS student population – i.e. the downward trend of African American students alongside a substantial upward trend of Latino families – has created a facilities imbalance within the school system based on the geographic distribution of racial/ethnic residential patterns within the county. African American families are largely aggregated in the central and southern regions of the county, whereas Latino families are concentrated in the northern region. Thus, school buildings in the central and southern regions of the county are trending toward capacity and under capacity, while school buildings in the northern region are trending toward over capacity. Building utilization capacity as of September 30, 2018 reflects 29% of PGCPS schools at or above 100% capacity with six of these schools reporting building utilization above 150%⁷. While modernization of the PGCPS facilities inventory is a major component of PGCPS plans, boundary changes, consolidations, and revisions to the projected amount of square feet needed at each school may also be warranted. Supported by the Kirwan Blueprint for Maryland, PGCPS will continue to invest in long-term improvements that acknowledge the changing demographics and while ensuring the urgency of making substantial facility upgrades to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Findings from Data Analysis

The Office of Strategic Planning and Resource Management, along with the Office of Monitoring and Accountability, were charged with the responsibility of conducting the baseline data analysis for the needs assessment. The focus of this initial data analysis was SY2017-18 school system performance across state-established indicators in the six (6) *areas of focus* stipulated by MSDE for LSSs to consider in developing local consolidated strategic plans. Student performance and engagement data were analyzed in the aggregate as well as for each of the federally designated accountability subgroups. For the most part, performance and engagement were measured by the percentages of students meeting state-specified performance or engagement standards. Subgroup performance was then measured against the performance of students-in the-aggregate. The findings from the analysis of data across prospective areas of focus were as follows:

Academic Achievement in Reading/Language Arts

Elementary English Language Arts



- Only 28.1% of PGCPS students performed at or above the “expected” levels (Levels 4 or 5) on the 2018 elementary level PARCC ELA assessments. The 2018 performance represented a (+2.1) percentage point increase over the county’s 2017 performance.
- Another 25.8% of students “approached” the expected performance standard (Level 3), while 46.1% of students scored *well below* the expected performance standard (Levels 1 and 2).
- A number of subgroups scored substantially below (-5 percentage points or more) aggregate student performance with respect to meeting the PARCC established performance standard. The percentage of low-income (FARMS) students meeting the PARCC standard was (-6.0 percentage points) below the percentage for students generally, while the percentage for Latino students was (-7.4 percentage points) below the aggregate student performance level.
- Performance gap between male and female students was (-12.3) percentage points, and gaps between special education (SPED) students and limited English proficient (LEP) students on the one hand, and students- in the -aggregate were (-24.4 and -20.2) percentage points respectively.

⁷ PGCPS Approved FY 2017 Educational Facilities Master Plan. (p. 2-9)

- Only slightly more than half (51.0%) of the elementary level students who took the PARCC ELA Assessment either “approached” or “met” the expected performance level for the 2018 test administration;
- Of the 46.1% of tested students whose performance was a considerable distance from the expected level, nearly half “partially met expectations” (Level 2), while the performance of the remaining half (23.6%) was far from the expected performance level (Level 1).
- A majority of students from several subgroups scored at either Level 1 or Level 2. Slightly more than half the male (53.6%), Latino (53.7%), and low-income (FARMs) students (52.4%) tested scored at Levels 1 or 2, while substantial majorities of students receiving special education services (88.2%) and limited English proficient students (71.8%) scored at one of the bottom two levels. In the latter two instances – i.e. SPED and LEP students – the majority of the lower performing students scored at Level 1.

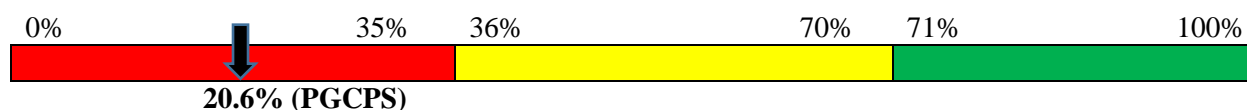
Middle School English Language Arts



- In 2018, slightly less than a third (30.9%) of middle school PGCPS students “met” (Level 4) or “exceeded” (Level 5) the established performance standard on the PARCC ELA Assessment. This percentage was (+1.9) percentage points above the 2017 performance level for PGCPS middle school students. Over the three-year span (2016 through 2018) middle school student performance on this assessment has remained relatively stagnant, increasing by only (+1.2) percentage points.
- There were five (5) subgroups of students whose performance registered (-5) or more percentage points below aggregate student performance. Low-income and Latino student performance registered (-6.3) and (-6.5) percentage points below students generally, while the underperformance of male students, SPED students, and LEP students registered much further below students- in the –aggregate.
- More than half of males students (52.2%) scored considerably below (Levels 1 and 2) the PARCC performance standard (Level 4), while less than (<5%) of the combined SPED and LEP students tested performed at the “expected” or “above” levels (Levels 4 or 5).
- The male-female performance gap was (-16.4) percentage points, while the SPED and LEP student performance gaps with students- in the –aggregate were (-27.5) and (-29.5) percentage points respectively. Worse still, these three extreme performance gaps have remained stagnant over the 2016 through 2018 testing period.
- SPED students (at 60.0%) and LEP students (at 59.3%) were the only accountability subgroups from which a majority of students scored far below (at Level 1) the expected performance standard on the 2018 assessment.
- Meanwhile, ever so slightly less than half of Latino students (49.7%) and low-income (FARMs) students (48.9%) scored considerably below (Levels 1 and 2) the expected performance standard (Level 4).

Academic Achievement in Mathematics

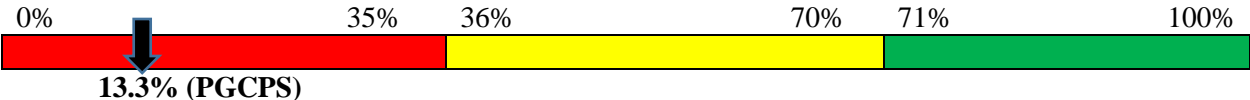
Elementary Mathematics



- In the 2018 PARCC testing cycle, 20.6% of PGCPS students in grades 3 through 5 met or exceeded the performance expectations on the elementary level PARCC mathematics assessment. An additional 24.0% of tested students “approached” the performance expectation (Level 3), while the majority of students – i.e. the remaining 55.4% – performed well below expectations.

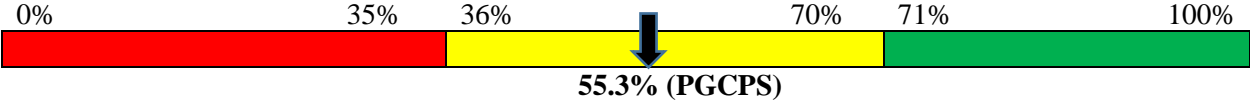
- The percentage of students meeting or exceeding performance expectations remained virtually stagnant from the 2016 through the 2018 testing cycles.
- Less than five percent (3.8%) of elementary level SPED students and less than 10 percent (7.3%) of LEP students met the PARCC performance standard, resulting in (-16.8) and (-13.3) percentage point performance gaps between the two student subgroups and students- in the –aggregate respectively.
- Worse still, only an additional 9.9% of SPED students and an additional 18.4% of LEP students even “approached” (Level 3) the PARCC Level 4 performance standard. Thus 86.3% of SPED students and 74.3% of LEP students performed substantially below the PARCC performance standard.
- In addition to the exceedingly high percentages of SPED and LEP students that scored considerably below the expected performance level – i.e. at Levels 1 or 2 – large percentages of Latino students (60.6%) and low-income (FARMS) students (61.3%) also scored considerably below the performance expectation.
- Of all accountability subgroups, a majority of only four subgroups – i.e., Asian (77.4%), Native Hawaiian/Pacific Islander (57.7%), White (66.6%), and students of Two or More Races (59.8%) – scored at Level 3 or above on the 2018 elementary level PARCC assessment.

Middle School Mathematics



- For the 2018 PARCC testing cycle, only 13.3% of PGCPS students in grades 6 through 8 “met” (Level 4) or “exceeded” (Level 5) the performance expectation on the middle grades PARCC mathematics assessments. This extremely low level of aggregate performance was on par with the performance pattern from the previous two years of middle grades level PARCC mathematics testing.
- Worse still is the performance of the school system’s SPED and LEP student populations. Only a combined 7.8% of SPED students and an equally combined 7.8% of LEP students scored at Level 3 or above in middle grades PARCC mathematics testing. ***This translates to over 92% of tested students from both subgroups scoring considerably below the Level 4 performance standard,*** and with a majority of these substantially underperforming students, scoring at Level 1 – i.e. far below the performance standard.
- As was the case at the elementary level, only a majority of Asian students (64.0%), Native Hawaiian/Pacific Islander students (57.1%), White students (60.4%), and students of Two or More Races (50.5%) scored at Level 3 or above on the assessments.
- Meanwhile, with the exception of Native American students (50.0%), more than 60 percent of all other subgroups of students scored at Levels 1 or 2 in middle grades PARCC mathematics testing. As distinct from SPED and LEP performances, however, the majority of the underperforming segments of these other considerably underperforming subgroups scored at Level 2 (“partially meeting expectations”) as opposed to Level 1 (“failing to meet expectations”).

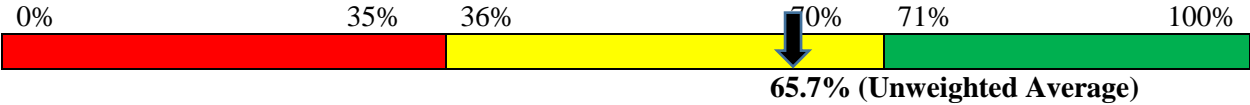
Progress in Achieving English Language Proficiency



- For the 2018 testing cycle, 55.3% of PGCPS EL students made sufficient progress on the *ACCESS for ELLs 2.0* assessment over their previous year’s (2017) performance putting them on pace to attain English language proficiency in the state-established five-year period. This rate of progress exceeded the state’s 2018 growth rate target of (>=50%) by 5.3 percentage points.

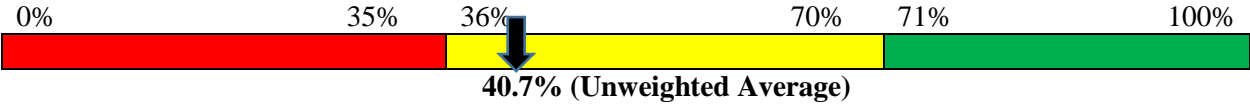
- PGCPS met the growth rate target at three of the four proficiency levels – i.e. at Levels 1, 2, and 3. The only performance level at which students did not make the prescribed rate of progress was Level 4 where only 49% of the students scored at the expected level, missing the target rate of progress by one percentage point.
- In 2018, higher percentages of students progressed at the prescribed rate at the elementary level than did so at the secondary level. Consequently, program exit rates were highest in the upper elementary grades, but slowed considerably beginning in the sixth (6th) grade – the start of middle school.

Elementary Grades



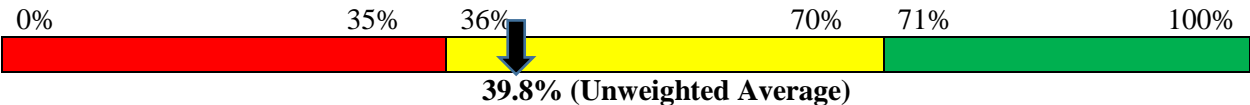
- In 2018, the percentage of kindergarten students progressing toward English language proficiency at the state-prescribed rate was a robust 77%. First graders met the expected growth at a 67% rate, while the growth rate for second graders slipped to 47%. Some 55% of third graders met the expected growth rate, and the success rate peaked at the fourth grade level at 85%. Fifth graders registered a 63% success rate for meeting the growth rate target.

Middle Grades



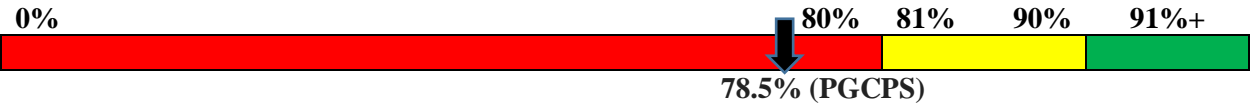
- No grades at the middle school level met or exceeded the 50% growth rate target in 2018.

High Grades



- At the high school level, grade 9 students exceeded the growth rate target by five (+5) percentage points despite the school system receiving a record number of “newcomer students” in 2017. These students’ 2017 baseline score was WIDA Level 1.0, confirming research that finds students at lower proficiency levels progress faster than those at higher proficiency levels. Thus, while it would be expected that 9th graders would approximate the state’s growth target rate, students in grades 10 (42%), 11 (30%), and 12 (32%) would not be expected to improve their language proficiency at the same pace.

Graduation Rate



- In 2018, 78.5% of the 4-year high school senior cohort graduated from Prince George’s County Public Schools.
- Cohort graduation rates for Native American students (83.3%), Asian students (93.8%), and African American students (81.0%) exceeded the aggregate-student graduation rate.
- The cohort graduation rates for the other racial/ethnic student subgroups was below the aggregate-student rate, and the graduation rate for Latino students was only 56.9%.

- Cohort graduation rates for students with special needs were considerably lower than the aggregate rate and the rates for all racial and ethnic subgroups except for Latino students. The graduation rate for SPED students was 66.3%, the rate for LEP students was 55.4%, and the rate for low-income (FARMS) students was 72.9%.

Readiness for Postsecondary Success



School Quality and Student Success

The School Quality and Student Success focus area is comprised of two indicators: 1) Chronic Absenteeism; and 2) Student Access to a Well-Rounded Education. With regard to the latter indicator, school systems are held to account for student engagement at the elementary, middle, and high school levels; however, the definition of a well-rounded education is substantially more complex at the high school level than it is at the elementary and middle school levels.

Chronic Absenteeism

Elementary School Level



- For SY2018, the school system’s 19.5% chronic absentee rate⁸ for SY2018 not only exceeded the statewide rate by (+4.7) percentage points, but placed the school system in the “red flag zone” – i.e. above 15% -- signaling that immediate and substantial attention is needed in this critical accountability area.
- Chronic absenteeism among Native American students (+6.2 percentage points), SPED students (+7.3 percentage points), students receiving Title I services (+3.8 percentage points), Native Hawaiian/Pacific Islander students (+3.6 percentage points), and students of two or more races (+3.0 percentage points) all exceeded the aggregate-student chronic absenteeism rate.

Middle School Level



- At the middle school level, five (5) subgroups registered chronic absenteeism rates that were at least three (3) percentage points above the aggregate student rate (17.6%), with the highest rates registered by SPED students (27.2%). The other subgroups registering above average chronic absenteeism rates included English Language Learners (ELL) and Native Hawaiian/Pacific Islander students (both at 21.9%), students receiving Title I services (21.8%), and White students (20.9%).

⁸ Chronic absenteeism refers to students who are enrolled in a particular school for a minimum of 10 days, and who are absent for 10 percent or more of the days they are enrolled. A student can be classified as being chronically absent in more than one school in a given school year.

High School Level



33.5% (PGCPS-HS Chronic Absenteeism)

- At the high school level, a full one-third of high school students (33.5%) were chronically absent from school over the course of the school year. This rate was (+5.3) percentage points higher than the statewide rate.
- Most troubling are the chronic absenteeism rates for students receiving Title I services, SPED students, low-income students, and English language learners whose chronic absentee rates exceeded the school system’s aggregate rate by (+3.4), (+6.2), (+4.4), and (13.6) percentage points respectively.
- Just below half (47.1%) of English language learners at the high school level were chronically absent in SY2018.

Access to a Well-Rounded Education

Elementary Level



(99.4%) (ES – Access to Well-Rounded Education)

- In SY2018, at the elementary level, virtually all (99.4%) Prince George’s County 5th grade students were enrolled in the courses that comprise the well-rounded education cluster. Cluster course enrollment dipped to 95 percent for only one of the federal designated accountability subgroups (i.e. Native Hawaiian/Pacific Islander students at 95.2%), which is likely due to the small number of 5th grade students in that group and the increased variance associated with the calculation.

Middle School Level



(95.7%) (MS – Access to Well-Rounded Education)

- At the middle school level in SY2018, some 95.7% of 8th grade students were enrolled in the courses that comprise the “well-rounded” cluster.
- Unlike at the elementary level where no subgroup registered a cluster enrollment percentage below 95.2%, at the middle school level, cluster enrollment percentages for two (2) subgroups: SWD (89.5%) and Native Americans (84.2%) dipped below 90 percent. The cluster enrollment percentage for Native Americans is likely due to the small number of 8th grade students in that group and the increased variance associated with the calculation. The cluster enrollment percentages for all other subgroups did not dip below 93.4% (English Language Learners).

High School Level



(51.6%) (HS – Access to Well-Rounded Education)

- In SY2018, at the high school level, the percentage of students with access to a well-rounded education declined from the mid-to-upper 90s at the elementary and middle school levels to 51.6%, with wide variation in access among accountability subgroups.
- In fact, four (4) of the 10 subgroups – i.e. Latino (43.6%), SWD (38.9%), ELs (22.8%), and FARMs (43.6%) – registered access percentages considerably below the aggregate-student access percentage at the high school level.

Selection of Areas of Focus

The sheer volume and seriousness of the findings from the analysis of academic achievement data drove PGCPs’ CEO and the executive cabinet to select *Academic Achievement in Reading/English Language Arts and Mathematics as the school system’s primary (#1) area of focus for its strategic plan*. Substandard aggregate student performance at each of the three grade bands, coupled with substantially wide performance gaps between students- in the -aggregate on the one hand, and students requiring special education services and students with limited English proficiency on the other, significantly impede the school system’s efforts to carry out its mission of “providing a great education that empowers all students and contributes to thriving communities”. Academic underperformance also prevents PGCPs from realizing its vision of becoming a school system that is recognized for providing education services which ensure that every student in its diverse school district graduates ready for college and careers in a global society.

To complement the school system’s focus on academic achievement, executive leadership selected *School Quality and Student Success as its second area of focus for the strategic plan*. Leadership reasons that with the school system’s *chronic absenteeism* rate exceeding the statewide rate at each of the three major grade bands, and with a third of high school students designated as chronically absent in SY2018, students who miss considerable amounts of classroom time cannot be expected to learn a sufficient amount of material to allow the school system to carry out its mission, fulfill its vision, or perform up to standard on state accountability assessments. Moreover, accumulated chronic absenteeism serves as a de facto deterrent to student access to courses of study that constitute *well-rounded education*. Exacerbating these conditions are higher than acceptable incidences of *student suspension and expulsion* which contribute significantly to chronic absenteeism and which indirectly deprive students of higher end educational opportunities.

Setting of Goals

After a thorough review and discussion of data analysis and the selection of areas of focus, the executive cabinet established goals that are aligned with data-identified challenges stemming from the data analyses. In the academic achievement focus area, three goals each were established for the two main sub-areas: ELA and mathematics. For the school quality and student success focus area, one goal was established for chronic absenteeism, two goals were established for student discipline, and one goal was established for student access to a well-rounded education. See Table B for the alignment of goals with relevant areas and sub-areas of focus.

Table B: Approved Consolidated Goals by Area of Focus, Sub-Area, and School Level, LEC Strategic Plan, SY2019-20			
Area of Focus	Sub-Area	School Levels	Approved Goals
Academic Achievement in English Language Arts and Mathematics	English Language Arts	Elementary	Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.
		Middle	Accelerate the pace of growth in performance of SPED and LEP students in state ELA and mathematics accountability testing.
			Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels.
	Mathematics	Elementary	Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.
		Middle	Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for

**Table B: Approved Consolidated Goals by Area of Focus, Sub-Area, and School Level,
LEC Strategic Plan, SY2019-20**

Area of Focus	Sub-Area	School Levels	Approved Goals
			proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels. Accelerate the pace of growth in performance of SPED and LEP students in state ELA and mathematics accountability testing.
School Quality and Student Success	Student Attendance and Chronic Absenteeism	Elementary	Reduce chronic absenteeism and improve overall student attendance rates.
	Student Discipline	Middle	Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions in the African American and SPED student groups across all three (3) grade bands.
		High	Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.
	Well-Rounded Education	High	Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career –ready success outcomes.

Results/Findings from Root Cause Analyses

Several content area working groups were convened to review the results of data analysis and to begin identifying prospective root causes that could be contributors to lower-than - desired levels of academic performance or student engagement. The staff chosen to participate in this part of the process was selected because of its considerable content area expertise and because of its ongoing participation in multiple fora involving both internal and external stakeholders where a broad range of challenges to academic achievement is routinely discussed. Two working groups - i.e. one for each content sub-area - were convened for the *academic achievement* area of focus. Another working group, comprised of the Director for Student Services, the Supervisor for Pupil Personnel Services, and the Supervisor of College Readiness within the Department of Student Services along with the Director of Career and Technical Education and the Instructional Supervisor for Advanced Programs within the Division of Academics, was convened for the *school quality and student success* area of focus.

Academic Achievement

As mentioned immediately above, two working groups were convened to identify root causes for academic underachievement - one for RELA, and one for mathematics. Each working group consisted of elementary and middle school level content area supervisors, the school system's Director of Curriculum and Instruction, the Director of the Department of Special Education, the ESOL Office's Instructional Supervisor, ESSA Instructional Specialists and Program Management Specialists from the Office of Monitoring and Accountability, and the Department Director and a Planning Specialist from the Office of Strategic Planning and Resource Management.

The challenges selected by the working groups were as follows:

- 1) the below standard performance of low-income (FARMs) students in both ELA and mathematics at both the elementary and middle school levels; and
- 2) the substantially below standard performance of SWD and LEP students in both ELA and mathematics at both the elementary and middle school levels.

After building consensus around data-identified performance and engagement challenges, prospective impediments to performance - i.e. root causes - were advanced during brainstorming sessions. The identified "root causes" were then organized on a worksheet in accordance with one of eight domains that are associated with school improvement and operational efficiency.⁹ Next, the identified "root causes" were aligned with a content-related goal and inserted into a logic model, providing participants with the opportunity to visualize the alignment of an identified challenge, its root causes, and the related goal statement. This process placed participants in a position to propose meaningful improvement strategies and identify evidence-based interventions that are particularly designed to mitigate the effects of the identified root causes.

Root Causes of ELA and Mathematics Underachievement

For the most part, the identified root causes for aggregate student ELA and mathematics underachievement were identical.¹⁰ Most of the root causes were clustered in the talent development and instructional transformation domains of rapid school improvement. Other domains within which a few notable root causes were placed include culture, structure, turnaround leadership, human resources, and funding. No root causes for academic underachievement were aligned with the "systems" domain (see Table C).

Separate discussions were held regarding the substantially large sized performance gaps between students- in the – aggregate on the one hand, and students with disabilities (SWD) and those with limited English proficiency (LEP).

⁹ Four of the domains are the *Four Domains for Rapid School Improvement*.

¹⁰ The data-identified challenge used to propose root causes for aggregate student underperformance was the underperformance of FARMs students, since these students comprise 65.3% of the school system's student population. Low-income students are the school system's largest subgroup.

These separate discussions were held due to the unique academic circumstances of these two subgroups and the corresponding improvement goal established by the executive cabinet to reflect the unique circumstances.¹¹

Table C

No. of Root Causes Impacting Academic Underachievement of Low-Income, SPED and LEP Students In English Language Arts and Mathematics at the Elementary (ES) and Middle School (MS) Levels by Domain										
Root Cause Domain	ELA					Mathematics				
	ES	MS	FARM	SWD/SPED	LEP	ES	MS	FARM	SWD/SPED	LEP
Talent Development	8	8	1	5	6	8	8	1	5	6
Instructional Transformation	7	7	4	3	2	7	7	4	4	3
Structures	4	5	0	3	3	3	4	0	3	3
Resources (Human)	1	1	1	0	1	1	2	2	1	2
Resources (Funding)	1	1	0	0	1	1	1	0	0	1
Culture	3	3	2	2	3	3	3	2	2	3
Turnaround Leadership	0	0	0	0	0	0	1	2	2	2

School Quality and Student Success

The School Quality and Student Success Root Cause Analysis Working Group examined data analyses of student engagement on the focus area’s two formal indicators and engagement on a third contributing indicator, student discipline, in an effort to identify important challenges that impede the school system’s efforts to improve academic performance. After identifying a seminal challenge for each engagement indicator, the working group undertook root cause analysis collaboration much like the collaborations undertaken by the academic achievement-working group.

The major identified challenges for the School Quality and Student Success focus area by indicator are as follows:

- 1) Chronic Absenteeism
 - a. At the high school level, 44.4% of Latino students and almost half (47.1%) of limited English proficient (LEP) students were chronically absent in S&2017-18. Latino students represent slightly more than one-third (34.1%) of the school system’s student population.
- 2) Access to a Well-Rounded Education
 - a. In SY2018-19, only 21.6% of PGCPs’ 12th grade student population enrolled in a concentrator level CTE course during the 2018-19 school year;
 - b. In SY2018-19, only 43.1% of high school level Latino students and only 22.8% of high school level LEP students enrolled in either an AP/IB course, a dual enrollment course, or a concentrator level CTE course;

¹¹ The referenced unique academic circumstances are the exceptionally wide performance gaps between these two subgroups and an already underperforming aggregate student population.

3) Student Discipline

- a. In SY2017-18, at the elementary level, African American students were 3.5 times more likely to be suspended or expelled from school than any other student subgroup. Elementary level students with disabilities (SWD) were 2.2 times more likely to be suspended or expelled from school than students without any documented disability. Although the extent of disproportionality is reduced at each successive grade band, it remains for both student subgroups throughout their tenure in the school system.

Root Causes for Chronic Absenteeism

Identified root causes for the chronic absenteeism of Latino and LEP students were organized into the following six (6) clusters consisting similar factors:

- a) student disengagement;
- b) lack of academic support;
- c) lack of non-academic resources;
- d) parental lack of understanding;
- e) including excused absences in chronic absenteeism accounting; and
- f) data quality and the lack of adherence to administrative procedures regarding attendance.

Individual root causes included, but were not limited to, students feeling alienated by their school experience, a cultural disconnection, limited educational supports for students who are not performing well academically, undiagnosed mental health challenges, parents not understanding that a written note is required for instances of excused absence, immigration status factors, and miss-recording of attendance codes.

Access to a Well-Rounded Education

Identified root causes for low 12th grade student, and extremely low Latino and LEP student, under-enrollment in concentrator level CTE courses included, but were not limited to the following:

- widespread misperceptions of CTE programs of study by internal and external stakeholders and the role these programs play in career readiness;
- the difficulty of attracting and maintaining high quality CTE instructors; and
- immigration factors

Student Discipline

Identified root causes for suspension and expulsion disproportionality included, but were not limited to the following:

- the lack of behavioral intervention strategies and/or alternative placement options at the elementary level;
- delays in referring students to alternative programs at the secondary level;
- insufficient training in deescalating techniques and restorative approaches;
- lack of a systemic approach to holistic child development; and
- insufficient number of counselors, psychologists, and pupil personnel workers.

Theory of Action

As daunting as the list of root causes for student underperformance and disengagement may be, PGCPs' *Theory of Action* is grounded in a determined efficaciousness: we strongly believe our mission and our vision are well within our capacity to carry out with a high degree of fidelity and success. To this end, our multi-faceted *Theory of Action* reads as such:

If we ...

- Identify the unique knowledge, skills, and supports needed for students to be college, career, and community-ready and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs, **then** there will be clarity, consistency, coherency, and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of teachers and provide instructional strategies, supports, and evaluative feedback for implementation in the classroom; **then** instructional effectiveness will increase and student-learning outcomes will improve.
- Hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, monitoring, and execution, **then** we will build the capacity of district staff, school based professionals, and students to consistently strive for continuous learning and improvement.
- If we develop a district culture that fosters a sense of collective responsibility for student success and unity amongst teachers, students, families and communities, **then** our understanding of students' needs will deepen and we will create a shared purpose for our work leading to more effective practices and higher levels of student learning.

Goals, Objectives, Strategies, and Interventions

Rigorous data analysis gave rise to the selection of Academic Achievement in Reading/English Language Arts and School Quality and Student Success as the areas of focus for the PGCPs Local ESSA Consolidated Strategic Plan. Initial data analysis provided the framework within which the school system's executive cabinet established improvement goals for the two areas of focus. Further scrutiny of performance and engagement data formed the foundation for identifying core challenges that the school system must overcome if it hopes to carry out its mission and realize its vision. With these core challenges identified, a framework was established for setting objectives, formulating improvement strategies, and identifying appropriate evidence-based interventions to help implement the improvement strategies.

The Significance of the Needs Assessment Component of the Strategic Plan

The Needs Assessment, which is a mandated component of an ESSA-required Local Consolidate Strategic Plan, provided PGCPs with a unique opportunity to take a deep-dive analysis of academic performance data from SY2017-18 and chart out a four-year plan of action focused on the school system's most vexing academic challenges with an equity lens. It required initial data analysis far beyond the academic performance of students in the aggregate to include the performance of accountability subgroups, many of which make up considerable percentages of the school system's student population. It also allowed the school system to consider the impact of certain non-academic factors that can impact academic performance in significant ways. To this end, the school system settled on two required areas of focus - i.e., Academic Achievement in Reading/English Language Arts and Mathematics, and School Quality and Student Success - and decided it was in its best interest to expand the scope of the second area of focus to include an additional indicator which is over and above the sub-areas prescribed by the state. In short, the Needs Assessment forced the system's internal and external stakeholders to think outside the proverbial box to identify non-academic linkages to academic performance and formulate strategies that will help the system create environments more conducive to learning.

The plan's considered goals and discrete objectives will help stakeholders to focus their efforts in pursuit of needed resources to implement the plan from external sources, confident that the pursuit will be purposive and lead to measurable systemic improvement. Moreover, the process' various levels of collaboration allowed for the consideration of factors for further analysis which can only serve to accelerate the anticipated systemic improvement.

Finally, the evaluative component of the plan will require school system leadership to constantly monitor the implementation of adopted improvement strategies and selected evidence-based interventions to determine the extent to which improvement efforts remain on course. It also adds an important element of transparency to the systemic improvement process, providing a forum for receiving public feedback on progress being made – or the lack thereof – while fortifying the foundation for continued public support.



AREAS OF FOCUS REPORTING REQUIREMENTS



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Areas of Focus Reporting Requirements
(Complete a separate plan for each area of focus)

Area of Focus #1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics

1. Based on the analysis of State and local data, identify the [area of focus](#) where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of [strategies](#) and/or [evidence-based interventions](#) to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

a. Description. Describe *Area of Focus #1* and how it aligns with your LSS educational equity policy (*up to 1,000 characters*).

PGCPS selected *Academic Achievement* as its primary Area of Focus. This focus area addresses student performance on state accountability assessments at the elementary and middle school levels. This focus area aligns with the PGCPS Board of Education’s Equity Policy (#0101), which mandates a commitment to “foster conditions that reduce disproportionality in student achievement and performance”. The goal of the Policy is “equitable educational outcomes for high academic achievement”. Desired policy outcomes include: 1) identification of gaps and adoption of equitable solutions based on trend analysis of disaggregated data; and 2) raising achievement for all students while narrowing the gap between the lowest and highest performing students. Of particular focus is the academic performance of low-income students, English language learners, and students with special needs.

Trend analyses of 2018 PARCC assessments revealed that PGCPS student performance fell substantially below the proficiency standard across both content areas and grade bands. Thus, PGCPS prioritized targeted improvement of academic achievement as a primary area of focus.

b. Analysis. To support student achievement, describe the rationale for selecting the areas of focus (*up to 1,000 characters*).

In its instructions for identifying areas of focus, MSDE provided local school systems (LSS) with color-coded graphs representing performance levels or bands. Each LSS is instructed to situate its performance results from 2018 PARCC ELA and mathematics testing along a three-band continuum in an effort to determine the urgency of those results. Performance in the red range is substantially below standard and requires immediate, substantial attention. Performance in the yellow range requires attention, but is not necessarily critical. Performance in the green range meets or exceeds the expected performance level.

In ELA testing, less than (<32%) of students from each grade band scored at the proficiency level, while in mathematics testing, less than (<21%) of students from each grade band met the proficiency standard. These performance results place the school system within the “red” range, meaning that these content areas require immediate and substantial attention. Moreover, high percentages of students scored considerably below the expected performance standard (i.e. at Levels 1 or 2 on a five-level scale) in both content areas and across both grade bands.

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

In the area of *Academic Achievement*, PGCPs working groups focused most intently on identifying root causes for low-income student underperformance given that these students represent the largest student group in the school system. Separate causal analyses were conducted for SPED and LEP students. Identified causes were many, spanning (7) domains of factors associated with school system operations, and were differentiated by school level where appropriate. The domains from which the largest number of root causes were identified were *talent development* and *instructional transformation*, with (8) and (7) causes identified for each domain respectively.

Strategies to overcome identified root causes include, but are not limited to, enhanced PD for instructional lead teachers (ILTs) and coaches, increased teacher implementation of unit formative assessments, increased school-based, hands-on classroom support for teachers. Improvement strategies for SWD and LEP students include increased collaborative planning between regular education teachers and SPED and LEP resource counterparts, and expanding the reach of specially designed instruction.

Area of Focus #1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics - Summary Chart

Area of Focus # 1: Academic Achievement in Reading/English Language Arts (R/ELA) and Mathematics

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
ACADEMIC ACHIEVEMENT IN MATHEMATICS					
Low-income (FARMS) Students – Mathematics					
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	By January 2020, the Mathematics Department will design an observation protocol for use by school-based coaches to monitor the extent to which provided PD is effectively manifested in classroom instruction.	<p>Strategies Monthly/quarterly professional learning on the implementation of instructional support protocols with school-based out-of-class Instructional Lead Teachers (ILTs) and coaches.</p> <p>Evidence Based Interventions <i>Speak Agent</i> is a digital supplemental program for middle-grade math students.</p>	<p>September 2019-June 2020</p> <p>October 2019- June 2020</p>	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>Professional learning Calendar, Agendas, Evaluations, and school/classroom visit summaries</p> <p>Quarterly Student Usage Reports</p> <p>Informal observations will be conducted to evaluate the implementation of <i>Speak Agent</i> with a focus on how the tools are used and have allowed for ELs to access the content.</p>
	By June 2021, student use of Standards for Mathematical Practices 1 and 3 during mathematics instruction will increase by five (5) percentage	<p>Strategies Provide ongoing professional learning and follow-up opportunities (face-to-face, classroom-based coaching, videos, and</p>	September 2019- June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	Professional learning Calendar, Agendas, Evaluations, and school/classroom visit summaries

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	points per year over the baseline usage level established in SY2020.	webinars) that promote a mathematics literacy-rich classroom environment Evidence Based Interventions Specially Designed Instruction includes the use of evidence based strategies for adapting content, methods, and/or instructional delivery to address the unique and individual needs of students with disabilities.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	<p>Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 1 or 2 on the elementary and middle school MCAP mathematics assessments will be reduced by five (5) percentage points per year over the next four (4) testing cycles.</p> <p>For SY2020, math curriculum will provide teachers and administrators with access to progress monitoring tools to drive all decisions for improving student achievement</p>	<p>Strategies Embedded curriculum supports that include Math Talks, 3-Read Protocol, Group work Feedback, and additional literacy strategies.</p> <p>Evidence Based Interventions Dreambox Learning is a digital supplemental resource that delivers experiential mathematics instruction using virtual manipulatives, visual and auditory clues and multiple representations.</p> <p>Adjust and implement curriculum and instructional changes in Math, based on the new MCAP evidence statements.</p> <p>Strategies Embed scaffolds for English Language Learners (ELLs) in Curriculum using language objectives aligned to the unit content.</p>	<p>September 2019</p> <p>October 2019- June 2020</p> <p>September 2019-June 2020</p> <p>Phase 1: SY20 & Phase 2 SY21</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	<p>Curriculum Analysis</p> <p>Quarterly Student Usage Reports</p> <p>Curriculum Analysis and MSDE Updated Evidence Statements</p> <p>Curriculum Analysis</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
		<p><u>Strategies</u> Strengthen the adopted curriculum by improving assessment system. Teachers will implement unit formative assessment tasks embedded in the curriculum.</p> <p><u>Evidence Based Interventions</u> Graphic Organizers Used to help students organize their thinking and connect new information to prior knowledge. Provide professional learning opportunities to meet the needs of a diverse student population using UDL strategies, WIDA Can Do Descriptors, and student voice and choice strategies. Create and embed structured lessons and planning videos in the curriculum.</p>	SY2019-20 September 2019-June 2020 September 2019- June 2020 September 2019-June 2020 SY2019-20	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Curriculum Analysis Student Work Samples and Rubric Scoring Data Collection Classroom Observation and Collaborative Planning Summaries Professional learning Calendar, Agendas, Evaluations, and school/ classroom visit summaries Curriculum Analysis
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	For SY2021, the Mathematics Department will revise the “Mathematics Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction	<p><u>Strategies</u> Math Department will partner with school leaders to monitor classroom instruction using a revised “Look Fors” observation tool.</p>	September 2019-June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	Classroom Observation Summaries

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands	For SY2021, the Mathematics Department will revise the “Mathematics Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction	<p>The Math Department will provide drop-in mathematics instructional EdCamps and professional learning opportunities for building level administrators monitoring mathematics instruction.</p> <p><u>Evidence Based Interventions</u> S.O.L.V.E. A Problem Solving Paradigm used to teach students how to engage in a series of steps that allow them to actively participate in metacognitive processing to demonstrate higher-order thinking problem-solving skills.</p>	September 2019 - February 2020 September 2019- June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Professional learning Calendar, Agendas, and Evaluations Classroom Observation and Collaborative Planning Summaries
Special Education (SPED) Mathematics					
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting in the second semester of SY2020, classroom teachers of SWD will be required to devote at least one planning period every other week to collaborating with their SPED co-teaching counterparts in an effort to identify research-and/or evidence-based practices that have proven successful in facilitating increased academic achievement among SWD.	<p><u>Strategies</u> Realign the standard school day to better support instructional goals and objectives for Students with Disabilities (SWD).</p>	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Monthly collaboration involving DSE, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	By July 1, 2020, the Department of Special Education will develop a multi-year professional learning plan to support effective instruction using evidence-based practices and specially designed instruction.	Strategies Strengthen the quality of specially designed instruction in literacy throughout the continuum of programs and services	July 2020 and annually thereafter	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Release of Memorandum on the topic of Specially Designed Instruction to all schools from the Chief of Special Education and Student Services at the beginning of each school year
	By July 1, 2020, SPED instructional best practices will be more fully integrated into the PEIP New Teacher Induction Program as well as into the general PGCPs professional development program.	Strategies Strengthen the quality of specially designed instruction in literacy throughout the continuum of programs and services	July and August 2020		Presentation from DSE fully integrated into PEIP. In addition, Specially Designed Instruction “Look Fors” document will be integrated into the general mathematics curriculum by August 2020
	By August 1, 2020, DSE, in collaboration with OTD, will develop a professional learning plan to ensure all stakeholders (i.e., Central Office, School based Administrators, classroom staff and parents/guardians) know and understand the special education service delivery models and programs.	Strategies Develop a new Three-Year Professional Learning Plan for both new and veteran teachers	August 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	Cross-Functional Professional Learning Team consisting of OTD, Curriculum and Instruction, SPED, Human Resources, Employee Evaluation and Performance, Instructional Technology, Area Offices will meet monthly during the development of the plan
	Between 2020 and 2023, the percentage of SWD scoring at the proficiency level of the state’s accountability mathematics assessment will increase by two percentage	Strategies Identify and provide evidenced-based interventions across the continuum of service delivery that provides equitable access for students with disabilities.	Ongoing, beginning in August 2020	<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source) 1. Kirwan Commission	By July 1, 2020, DSE, in collaboration with OTD, will develop a monitoring system (i.e., rubrics, lists, etc.) to evaluate the quality of service delivery models and programs

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	points per year above the 2018 baseline percentage.			2. Medicaid	
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Between 2020 and 2023, the percentage of SWD scoring below Level 3 on the state’s accountability mathematics assessment will decrease by two percentage points per year from the 2018 baseline percentage.	<p>Strategies Identify and provide evidence-based strategies for students with disabilities to be incorporated into the district curriculum frameworks to ensure access to the general education curriculum.</p>	August 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source) 1. Kirwan Commission 2. Medicaid	By July 1, 2020, DSE, in collaboration with OTD, will develop a monitoring system (i.e., rubrics, lists, etc.) to evaluate the quality of service delivery models and programs
Limited English Proficient (LEP) Students – Mathematics					
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting in the second semester of SY2020, classroom teachers of ELs will be required to devote at least one planning period every other week to collaborating with their ESOL co-teaching counterparts in an effort to identify research-and/or evidence-based practices that have proven successful in facilitating increased academic achievement among EL students.	<p>Strategies Realign the standard school day to better support instructional goals and objectives for ELs.</p>	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Monthly collaboration involving the ESOL Office, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	During SY2020, the Office of Talent Development, in collaboration with the ESOL Office, will hire an/an additional ESOL specialist for the purpose of identifying evidence-based instructional practices, integrating those practices into the PEIP New Teacher Induction Program, and integrating ESOL instructional specialists into the curriculum development process.	<u>Strategies</u> More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.	July 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	
	By July 2020, a “teaching ELs” module will be fully integrated into the PEIP New Teacher Induction Program.	<u>Strategies</u> More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.			
	Starting with the 2020-21 school year, school system will hire enough additional ESOL instructional specialists to ensure that each administrative area office has at least three (3) assigned ESOL specialists – i.e. one for each of the three primary grade bands.	<u>Strategies</u> More fully integrate the ESOL Office into the curriculum development and professional development infrastructure of PGCPS.	July 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	Check office calendars for evidence of regularly scheduled meetings on a quarterly basis
	By December 2019, the Office of Talent Development, in conjunction with the ESOL Office, will design an observation protocol for use by school-based and administrative office-based coaches to monitor the extent to which provided PD			<input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	is effectively manifested in classroom instruction.				
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 1 or 2 on the elementary school and middle school MCAP mathematics assessments will be reduced by five (5) percentage points per year over the next four (4) testing cycles.	Strategies Develop a supportive culture for EL language attainment and academic achievement.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
	Starting with the SY2020 testing cycle, the percentages of students scoring at Levels 3 and 4 on the middle school MCAP mathematics assessments will increase by three (3) percentage points per year over the next four (4) testing cycles.		Ongoing		
	By June 2020, the ESOL Office, in conjunction with the Office of Instructional Technology, will develop a strategic plan for systemically upgrading instructional technology available for use by ELLs.		October 2019 through June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A	Ongoing collaboration between the ESOL Office and the Office of Instructional Technology
	By June 2020 Elementary ESOL teachers will be provided with, trained on, and utilize a new Elementary Newcomer program to increase ELs language acquisition at Elementary School.	Strategies Title III will develop a new Elementary Newcomer Curriculum for implementation with Newcomer English Learners at Elementary Schools.	July 2019 – June 2020	<input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to observe and monitor the implementation of the Newcomer Curriculum to ensure ELs language skills are developing quickly.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
Accelerate the pace of growth in performance of SPED and LEP students in state mathematics accountability testing.	By June 2020, develop a Secondary Academic Language Toolkit for Secondary Mathematics Teachers which will provide strategies to meet the needs of ELs to increase Math performance of ELs at Secondary.	Strategies Title III and Mathematics will collaborate to develop an Academic Language Toolkit for Mathematics and provide training and monitor implementation of strategies in the classroom.	July 2019 – June 2020		Informal observations will be conducted to monitor implementation of the strategies from the Academic Language Toolkit for Mathematics.
	By June 2020, implement a lesson planning collaborative training cycle for High School ESOL teachers to increase the performance of ELs in ELA.	Strategies Title III will provide training, support, and monitor instruction for ESOL teachers at targeted schools to improve their lesson planning for ELs.	September 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Classroom visits will be conducted to monitor implementation of strategies discussed during the lesson planning collaborative and to provide feedback for continued improvement.
ACADEMIC ACHIEVEMENT IN READING/ENGLISH LANGUAGE ARTS (R/ELA)					
Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in ELA accountability testing at both the elementary and middle school levels.	By June 2020, Grades 6-8 ELA curriculum will be revised to include additional formative assessments that mirror MCAP and include examples for application of instructional standards in the classroom targeting the needs of ESOL, SPED, and advanced students.	Strategies Utilize research-based strategies for literacy to revise curricula designed uniquely for ESOL, SPED, and advanced student populations. Provide professional development for all RELA teachers in Grade 6-8 in how to effectively plan lessons using frameworks of instructional standards for ESOL, SPED, and advanced students.	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols. ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
		<p><u>Evidence Based Interventions</u> <i>Graphic Organizers</i> https://ccrs.osepideastthatwork.org/teachers-academic/evidence-based-practices-instruction Used to help students organize their thinking and connect new information to prior knowledge.</p> <p><i>Reciprocal Teaching</i> https://ies.ed.gov/ncee/wvc/EvidenceSnaps/hot/434 is an evidence-based interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text.</p>		<input type="checkbox"/> Other (list funding source)	
	<p>For SY2021, the R/ELA Department will revise the “R/ELA Look Fors” observation protocol for use by school-based administrators to monitor evidence of curriculum usage in planning and classroom instruction</p>	<p><u>Strategies</u> RELA Department will partner with school leaders to monitor classroom instruction using a revised “Look Fors” observation tool during Learning walks.</p> <p><u>Evidence Based Interventions</u> <i>Specially Designed Instruction</i> https://www.uft.org/teaching/students-disabilities/specially-designed-instruction includes the use of evidence-based strategies for adapting content, methods, and/or instructional delivery to address the unique and individual needs of students with disabilities.</p>	<p>June 2021</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols. ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments
	<p>By SY2020, the RELA department will increase teachers’, teacher leaders’ and</p>	<p><u>Strategies</u> In collaboration with the Literacy Office, literacy coaches will be assigned to priority</p>	<p>June 2020</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	<ul style="list-style-type: none"> ▪ Formal & Informal Observation using FFT protocols.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	administrators' capacity as measured by observations relative to the Framework for Teaching (FFT) model. This includes lesson planning, making instructional decisions based on assessments, and differentiation of instruction for special populations.	schools to provide one on one coaching for individual teachers. <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/		<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<ul style="list-style-type: none"> ▪ Learning walks observations. ▪ Professional development evaluations ▪ Student formative assessments
	Starting with the SY2020 testing cycle, the percentage of middle school level students scoring at the proficiency level or higher in MCAP RELA testing will increase by two (2) percentage points per year.	<u>Strategies</u> By January 2020, RELA will build assessment literacy as demonstrated through observations and formative assessments for both students and teachers around the new MCAP format. <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/	January 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	
	By June 2020, PGCPS will achieve the stated objectives and targeted milestones established in the PGCPS Literacy Plan.	<u>Strategies</u> <i>See Detailed Literacy Plan at</i> https://docs.google.com/document/d/1tT_tBdWiI5_kxjiWNYjaxFNgCIIs-TDxFWplSJwOxyc/edit <u>Evidence Based Interventions</u> <i>Universal Design for Learning</i> http://www.udlcenter.org/	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the	By June 2020, reverse the achievement gap trend between male and female students by increasing achievement proficiency of male students	<u>Strategies</u> Examine and revise the RELA curriculum to encompass topics to motivate and encourage more male students to read and write.	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	<ul style="list-style-type: none"> ▪ MCAP accountability testing performance

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
elementary and middle school levels		<p>The Middle School RELA office will provide professional development for teachers to focus on the literacy needs and performance of male students as they consider differentiated instructional approaches.</p> <p>Build disciplinary & digital literacy resources to support reading, writing, and reasoning across all content areas including Digital Library resources for Grades K-12.</p> <p>Evidence Based Interventions Universal Design for Learning http://www.udlcenter.org/</p> <p>Culturally Responsive Teaching https://eric.ed.gov/?q=&id=EJ1085885</p>		<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (list funding source) <u>Kirwan Blueprint</u>	
Accelerate the pace of growth in performance of SWD and EL students in the state on ELA accountability assessments.	By June 2020 Middle School ELA teachers will be provided and use tools within <i>Speak Agent</i> to increase ELs ELA Scores.	<p>Strategies Title I and Title III in collaboration with the Middle School RELA department will provide <i>Speak Agent</i> for all Middle School teachers who will provide supports for enhancing vocabulary and academic language for ELs aligned to the curriculum.</p>	July 2019 – June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>Usage of the licenses at each school will be monitored.</p> <p>Informal observations will be conducted to evaluate the implementation of (<i>Speak Agent</i>) with a focus on how the tools are used through and have allowed for ELs to access the content.</p>
	By June 2020 Elementary ESOL teachers will be provided with, trained on, and utilize a new Elementary Newcomer program	<p>Strategies Title III will develop a new Elementary Newcomer Curriculum for implementation</p>	July 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL	<p>Informal observations will be conducted to observe and monitor the implementation of the Newcomer Curriculum to ensure ELs</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	to increase ELs language acquisition at elementary level.	with Newcomer English Learners at Elementary Schools.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	language skills are developing quickly.
	By June 2020, ESOL and RELA will provide training and support for Middle School RELA teachers to increase ELs performance in Reading at Middle School.	<u>Strategies</u> Title III will work collaboratively with RELA to provide training for Middle School RELA teachers to include professional development focused on incorporating strategies for ELs in the Middle School RELA classes.	October 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to monitor implementation of the strategies for English Learners presented during the professional development.
	By June 2020, develop a Secondary Academic Language Toolkit for Secondary ELA Teachers who will provide strategies to meet the needs of ELs to increase ELA performance of ELs at the secondary level.	<u>Strategies</u> Title III and RELA will collaborate to develop an Academic Language Toolkit and provide training and monitor implementation of strategies in the classroom.	July 2019 – June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Informal observations will be conducted to monitor implementation of the strategies from the Academic Language Toolkit

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s)/ strategies. Describe how you will use an equity lens in your evaluation.
	By June 2020, implement a lesson planning collaborative training cycle for High School ESOL teachers to increase the performance of ELs in ELA.	<p>Strategies Title III will provide training, support, and monitor instruction for ESOL teachers at targeted schools to improve their lesson planning for ELs.</p>	September 2019 – June 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Classroom visits will be conducted to monitor implementation of strategies discussed during the lesson planning collaborative and to provide feedback for continued improvement.

Area of Focus #2: School Quality and Student Success

Area of Focus #2: School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education)

1. Based on the analysis of State and local data, identify the [area of focus](#) where the local school system did not meet the goals (areas where the local school system is performing below
 2. expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of [strategies](#) and/or [evidence-based interventions](#) to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.
- a. Description.** Describe *Area of Focus #2* and how it aligns with your LSS educational equity policy (*up to 1,000 characters*).

PGCPS selected this second Area of Focus to address chronic absenteeism across grade bands and access to a well-rounded education at the high school level. PGCPS also includes an analysis of student discipline, which shows strong correlation to student attendance and access to high-end academic options, particularly at the high school level. This focus area aligns with the fourth goal of PGCPS' Educational Equity Policy, which holds stakeholders accountable for "every student having equitable access to a quality education, qualified staff members, a challenging curriculum, and appropriate academic supports". Alignment is also achieved with the Policy's emphasis on the roles "holistic academic wellbeing and social/emotional learning" play in academic performance and child development.

Unsatisfactory levels of chronic absenteeism coupled with the disproportional suspensions and expulsions of African American and SPED students prioritized this area of focus for the strategic plan. PGCPS reasons that student discipline challenges drive up chronic absenteeism and diminish student engagement with college-and-career preparatory options in high school.

- b. Analysis.** To support student achievement, describe the rationale for selecting the areas of focus (*up to 1,000 characters*).

PGCPS' SY2017-18 performance on two (2) indicators of *School Quality and Student Success* was sufficiently below state-established standards to merit priority focus. The system's **19.5% elementary level, 17.6% middle school level, and 33.5% high school level chronic absenteeism rates** placed its performance in the "red" (or urgent) zone on the state's color-coded continuum at each of the three (3) grade bands.

At the same time, while **access to a well-rounded education** at the elementary and middle school levels exceeded (>95%), access at the high school level fell off precipitously to 51.6%. This mediocre access at the high school level placed the system in the "red" zone.

PGCPS has decided to add **student discipline** as an additional sub-area focus because it drives up chronic absenteeism, while limiting access to high-end course offerings and related opportunities. PGCPS' 6.9% suspension/expulsion rate for the 2017-18 school year exceeded the statewide rate (5.0%) by almost two (2) percentage points. Moreover, African American and SPED students are far more likely to be suspended than their non-group peers across each of the three (3) grade bands.

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

In considering root causes for School Quality and Student Success, PGCPs limited its focus to chronic absenteeism among Latino students and ELs, increasing enrollment in CTE concentrator courses, and significantly reducing suspension and expulsion disproportionality among African American and SPED students. Data analysis identified these sub-areas as ones of greatest need, yet of greatest potential for improvement. For chronic absenteeism, root causes were divided between student disengagement and administrative accounting procedures. For access to a well-rounded education, the most significant identified causes were concentrated within the building leadership domain for rapid school improvement and external systemic factors related to immigration status. For student discipline, identified causes were clustered within the human resources, talent development, and structural impediment domains.

Strategies to overcome identified root causes include, but are not limited to enhancing the role of the Attendance Task Force, enhancing the focus of professional development for school-based administrative leadership to include methods of promoting CTE Programs of Study among students less likely to otherwise enroll in a well-rounded curriculum course of study-being mindful that concentrator level CTE enrollment is a state accountability indicator, and increasing hands-on student supports.

School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education) – Summary Chart

Area of Focus # 2: School Quality and Student Success (Chronic Absenteeism, Access to a Well-Rounded Education)

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Chronic Absenteeism – High School					
Substantially reduce chronic absenteeism and improve overall student attendance rates	By January 2020, the Attendance Task Force will update the comprehensive training module for school-based administrative staff on how to implement the attendance administrative procedure (AP), and the training will be provided to all high school principals semi-annually.	<p><u>Strategies</u> Utilize the Attendance Taskforce to address data quality issues, ensure uniform training modules for schools to utilize, and to identify evidence-based interventions designed to improve overall student attendance</p> <p><u>Evidence Based Interventions</u> ALLHERE Attendance Program from the Harvard Innovation Lab which identifies specific concerns and prescribes strategies to increase attendance.</p> <ul style="list-style-type: none"> ▪ Provide training to school administrators on the revised administrative procedure. ▪ Ensure data on chronically absent students are provided to administrators on a monthly basis by PPWs. ▪ Ensure students are referred to the School Instructional Team and 	<p>Cyclical – updated annually in June</p> <p>October 2019 through June 2022</p> <p>Ongoing</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Attendance data monitored at monthly Attendance Task Force meeting

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		School Support Team to address prevailing issues.			
Substantially reduce chronic absenteeism and improve overall student attendance rates	For SY2019-20, the number of student suspensions and expulsions will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p>Strategies Schools that have been designated by MSDE as having suspended and/or expelled students disproportionately will receive training in Restorative Practices.</p> <p>Evidence Based Interventions Restorative Practices Ensure all schools with high Latino/Hispanic and ELL populations are trained in PBIS</p> <p>PBIS Ensure subjective infractions that result in out of school suspensions are revised. Loitering, truancy and class cutting will be monitored to ensure students do not receive out of school suspensions.</p>	Ongoing All training completed by January of each school year	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<p>Restorative Approaches Monthly Strategy Meeting involving Department of Student Services leadership team</p> <p>PBIS Monthly Strategy Meeting involving Department of Student Services leadership team</p> <p>Monthly Disproportionate Suspensions Committee meetings in conjunction with the Supervisor of Data Quality in the Office of Monitoring and Accountability</p>
	Starting in SY2019-20, chronic absenteeism among the Latino and LEP student populations will be reduced by five percent (-5.0%) per year from the SY2017-18 baseline percentage through SY2022-23.	<p>Strategies Develop a companion parent module for the Attendance Administrative Procedure (AP) training International Office of Student Enrollment and Admissions will</p>	July 1, 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A	Attendance data monitored at monthly Attendance Task Force meeting

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		Connect students with Mental Health service providers through community schools network and increased in-school mental health resources	Ongoing		Ongoing quarterly meetings involving the PGPCS Department of Student Services Mental Health Coordinator, the PGPCS Community Schools Director, and the PG County government's Community Schools Network Project Director
		Ensure parents are knowledgeable of immunization clinics available in the school-based wellness clinics and community clinics through radio, letters and printed material in respective language	Ongoing		Monitored monthly by the Immunization Task Force
		Connect families with community resources such as Maryland Multicultural Center, and LAYC that assist families	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	Individual school collaborations involving school principals and representatives from MMC and LAYC
		Request additional staff in the Office of International Admissions and Enrollment that would allow staff capacity to resume groups aimed at student transition and development	October 2019	<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	FY2021 Budget request made by the Division of Special Education and Student Services

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Student Discipline					
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions of African American and SPED student groups across all three (3) grade bands.	For SY2019-20, the number of student suspensions and expulsions among African American students will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p>CCEIS program coordinators and behavior specialists will collaborate with schools to implement <i>Restorative Approaches</i> in order to improve school culture and provide alternatives to suspension</p> <p>MS and HS- Twenty-seven (27) Crisis Intervention Resource Teachers (CIRTs) will be assigned a caseload to address the social, emotional, and behavioral needs of targeted students</p> <p><u>Evidence Based Interventions</u> <u>Restorative Approaches</u></p>	June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) 1. <i>Safe Schools Grant</i> ; 2. <i>Kirwan Grant</i> 3. <i>Medicaid</i>	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p><u>Strategies</u> Training offered via <i>MyPPS</i> (online staff portal) courses</p>	Ongoing		MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p><u>Strategies</u> Ongoing professional learning on de-escalation strategies (CPI), classroom management.</p> <p><u>Evidence Based Intervention</u> <u>Response to Intervention (RTI)/ Multi-Tiered System of Support (MTSS)</u></p>	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline;

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions of African American and SPED student groups across all three (3) grade bands.		<p>Strategies Require Safe Schools training on implicit bias to all PGCPs staff</p> <p>Training on the SIT/SST process by Student Services. Threat Determination AP written and training offered to address identification of mental health needs</p> <p>Require Safe Schools training (cultural competence) for all PGCPs staff</p>	Ongoing	<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) <i>Safe Schools Grant</i>	then, if needed, refer to alternative programs
	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred during SY2018-19 at each of the three primary grade bands.	<p>Provide opportunities on the school level for parents to become partners. Examples: parent shadowing opportunities, Back to School nights, parent workshops.</p> <p>Training offered via MyPPS courses to teach intervention strategies</p> <p>Ongoing professional learning on de-escalation strategies (CPI), classroom management.</p> <p>Evidence Based Intervention Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS), and parent /guardian outreach</p>	Ongoing Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) <i>Safe Schools Grant</i>	MS and HS - Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs
Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and	For SY2019-20, the number of student suspensions and expulsions among Students with Disabilities (SWD) will be reduced by five percent from the number incurred	Mental health professionals (two school psychologists, two social workers) will provide therapeutic support to identified students at four schools based on a feeder pattern configuration	October 2019	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	MS and HS -- Monthly school-based <i>Disproportionate Suspension Committee</i> meetings. School team will analyze student discipline


Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
expulsions of African American and SPED student groups across all three (3) grade bands.	during SY2018-19 at each of the three primary grade bands.	<ul style="list-style-type: none"> ▪ Encourage schools to use the wrap around services currently available in their buildings MS and HS- Twenty-seven (27) Crisis Intervention Resource Teachers (CIRTs) will be assigned a caseload to address the social, emotional, and behavioral needs of targeted students CIRTs will implement an online curriculum, Rethink Ed , to build social/emotional competencies of students of their caseloads	Ongoing	<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>) 1. <u>Kirwan Commission</u>	data, reflect on trends, and identify appropriate interventions for at-risk students. Provide progressive discipline; then, if needed, refer to alternative programs Staffing request made by Division of Special Education and Student Services (October 2019)
Improve discipline data quality, process, and practice for enhanced discipline administration, monitoring, and accountability.		ES, MS, HS levels: Student Code of Conduct Policy revision to reduce the number of low level violations, such as disrespect and disruption response reduced to non out of school suspend able violations. <ul style="list-style-type: none"> ▪ Removal of <i>SchoolMax</i> option to suspend on reduced violations 	Annual Review	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Student Discipline Committee which includes representatives from Student Services, Special Education, General Counsel’s Office, Division of Information Technology, building principals, students, parents, and community stakeholders; Committee meets three-to-four times a year during the second semester.
Career and Technical Education (CTE) – High School					
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials,	Required CTE-focused PD for school-based leadership that includes a component that reminds leaders that <i>CTE concentrator level enrollment</i> is a state accountability indicator	Quarterly starting in October 2019 through April 2023	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	Quarterly High School Principals meetings and the Annual Summer Leadership Institute

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
achievement and college- and career – ready success outcomes.	and/or completing an apprenticeship program.			<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program.	Provide on-going training for school leaders, schedulers, and Professional School Counselors on the aspects, rigor, and expectations of CTE Programs of Study	Three times per school year through 2023	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	
	By June 2024, Prince George’s County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program.	Develop a comprehensive recruitment strategy that utilizes CTE personnel in the recruitment process, and that emphasizes that “career ready” and CTE are synonymous for the most part.	March 2020	<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Continuous feedback from community-based stakeholders at parent meetings and community events
		Increase parent and student awareness of CTE programs by updating promotional materials, producing a quarterly/semi-annual newsletter that shares career exploration events and programs, promoting CTE programs at school/community events (e.g., Back-to-School Fair, Specialty Showcases, Non-traditional Career Day), consistently updating the CTE Website, and mass distributing multi-lingual	November 2019 and ongoing thereafter	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding	Work with the Department of Communications to monitor online activity; quarterly monitoring

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		promotional materials utilizing infographics.		<input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (<i>list funding source</i>) 1. <u>Venture Philanthropy Partners</u>	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By June 2024, Prince George’s County Public Schools will double its retention rate of industry-based career changer CTE faculty over the baseline SY2018-19 retention rate.	Develop a comprehensive professional development program with the assistance of external stakeholders such as UMES, Bowie State, Trinity, etc. for industry-based career changers that includes training in pedagogy and instructional delivery and PRAXIS preparation.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Quarterly monitoring of certification status with the Division of Human Resources
	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	Promote evening school CTE option for students who may have to work during the day to support their families.	October through March annually	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding	Collaboration with the Evening High School Program

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Other (list funding source)	
Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	Expand the school system’s internal school-based learning pre-apprenticeship program to focus on including more students with the highest risk factors.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Bi-Monthly meetings of the CTE Task Force; task force reviews enrollment by major student subgroups as well as non-traditional enrollment patterns
		Expand partnerships with local industry-based external stakeholders such as Employ Prince George’s and the Prince George’s County Workforce Development Board to provide post-graduation apprenticeship placements for CTE students who attain industry certification prior to graduation.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Bi-Monthly meetings of the CTE Task Force; task force reviews enrollment by major student subgroups as well as non-traditional enrollment patterns
Expand student access and opportunities to well-	By January 1, 2025, Prince George’s County Public Schools will increase by 20 points the	Increase immigrant parent and student awareness of CTE programs by developing bi-lingual promotional	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	Work with the Office of Translation to ensure all

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source(s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes.	percentage of 12 th grade Latino students, and double the percentage of 12 th grade LEP students, that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages.	materials, utilizing infographics. Promotional materials will be distributed at school/community events (e.g., Back-to-School Fair, Specialty Showcases, Non-traditional Career Day)		<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	promotional materials are provided in English, Spanish, and French



SECTION D:
COMPREHENSIVE SUPPORT
AND IMPROVEMENT (CSI),
TARGETED SUPPORT AND
IMPROVEMENT (TSI)
SCHOOLS



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**Comprehensive Support and Improvement Schools
Targeted Support and Improvement Schools**

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

- a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(up to 1,000 characters).*

Not applicable

- b. How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

Three PGCPs schools were identified in December 2018 with CSI classifications for low graduation rates. These CSI schools are supported by the ESSA & Title I staff and members of the Monitoring and Accountability Department in the compilation of their MSDE CSI Pre-Implementation Plans. A monitoring and support infrastructure exists for direct oversight, monitoring, and execution of the plans for each identified school. A Central Support Team comprised of cross-divisional stakeholders and external agencies meets monthly to address the operational components for executing the plans. In addition, the Turnaround Executive Support Team comprised of LSS Executive Cabinet Members regularly meets and serves as an advisory board and decision-making authority for issues resolution, resource allocation, and assurance of quality implementation of the CSI plans.

2. Targeted Support and Improvement (TSI) Schools.

- a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification *(up to 1,000 characters).*

Link to the list of PGCPs TSI schools and area of identification:
[PGCPs TSI Schools](#)

- b. Please summarize the local school system’s action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools *(up to 1,000 characters).*

Special Education and economically disadvantaged student groups performing at or below 5% of Title I schools across the state comprise the vast majority of PGCPs TSI school designations. In support of our TSI schools, PGCPs employs an evidence-based school improvement process to develop TSI school action plans. The process, based on the Continuous Cycle for Improvement model of Plan, Do, Act, Check, forms the foundation for School Performance Plans. Cross-functional teams lead schools through a series of data analyses efforts. The outcome of the analyses results in the identification of strengths, challenges, unique needs, and root causes associated and linked to underperforming student groups’ performance. S.M.A.R.T. goal(s) are developed specific to the cause(s) for the TSI designation(s). Implementation steps are linked to progress monitoring metrics used for ongoing monitoring, resource management oversight, and continuous improvement for the identified under-performing student group(s).

- c. How are you supporting TSI schools by their area of identification? *(up to 1,000 characters).*

Special Education and economically disadvantaged student groups performing at or below 5% of Title I schools across the state comprise the vast majority of PGCPS TSI school designations. Consistent with the support infrastructure employed for CSI schools, PGCPS' School Performance Plan (SPP) Progress Monitoring Team includes cross-divisional stakeholders and provides ongoing support in the form of collaborative technical assistance. Technical assistance examines progress monitoring results to determine the effectiveness of the implementation steps reflected in the School Performance Plan and progress toward achieving targeted goals for TSI student group(s). Implementation steps unique to TSI student group needs identification are outlined in the SPP and linked to instructional progress metrics used for ongoing monitoring, resource management oversight, and continuous improvement for the identified under-performing student group(s).

SECTION E:
COMAR
REQUIREMENTS



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COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1), 4), 5), and 6) for the 2019-2020 school year.

1) The process for identifying gifted and talented students

PGCPS's student assessment data for TAG identification come from multiple sources, reflect multiple assessment methods, and represent 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 identification 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.

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 81st and 99th percentile are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 1 students who score below the 81st percentile, but whose non-verbal ability is above the 90th percentile, are administered the Naglieri Non-verbal Ability Test. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 2

All new registrants to PGCPS are tested with the Otis-Lennon School Ability Test (OLSAT). All students who score between the 81st and 99th percentiles are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA MAP Reading Assessment, and report card grades are used during the screening process.

All grade 2 students who were nominated by their OLSAT scores in grade 1, but who did not qualify for gifted services are rescreened. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA Map Reading Assessment, and report card grades are used during the screening process.

Grade 3

All students in grade 3 who are not already identified for gifted services are universally tested and screened using the Otis-Lennon School Ability Test (OLSAT), NWEA MAP Reading Assessment, and Scholastic Math Inventory Assessment. All students who scores between the 81st and 99th percentiles on the OLSAT and/or score above the 89th percentile on both the reading and math assessment are screened for gifted services. The teacher checklist of gifted characteristics and behaviors and report card grades are used during the screening process.

Grade 4

Grade 4 students who were nominated by their OLSAT scores in grade 3, but who did not qualify for gifted services are rescreened. The OLSAT score, reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors and report card grades are used during the screening process.

Grades 4 and 5

All new registrants to PGCPS are tested with the Otis-Lennon School Ability Test (OLSAT), MAP Reading, and SCAT Math Assessment. All students who score between the 81st and 99th percentiles on the OLSAT and/or above the 89th

1) The process for identifying gifted and talented students

percentile on both the reading and math assessment are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, and report card grades are also used during the screening process.

Grades 5 - 8

Students in grades 5 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. Students must have an MCAP Scale Score between the 89th and 99th district percentile in either reading or math to be eligible for additional testing and screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

Grade 6 - 8

New registrants in grades 6 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. All new registrants are eligible to take the OLSAT and reading and math achievement assessments for screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

Twice-Exceptional Screenings

Teachers, administrators, parents, and psychologists may nominate any student in grades 2 - 8 to be screened 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. Each Twice-Exceptional case is reviewed by the Supervisor of Talented and Gifted and the Special Education Twice-Exceptional Specialist.

Gifted English Language Learners Screenings

Teachers, administrators, parents, and psychologists may nominate students in grades 2 - 7 to be screened for gifted services. The cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, report card grades, and consideration for students who are currently receiving English as a Second Language (ESOL) services or who have exited ESOL services factor into the screening process. Additional testing with the Naglieri Non-verbal Ability Test may administered on a case-by-case basis.

Notes:

- Universal testing and screening is completed in grades 1 and 3.
- New registrant testing and screening is completed in grades 2, 4, and 5
- The Teacher Checklist of Gifted Characteristics and Behaviors is based on Dr. Joseph Renzulli's *Three Ring Conception of Giftedness*

Talented and Gifted Re-screening Opportunities

Universal screening is performed initially for all students beginning as early as grade 1. Following that, all grade 3 students who are not already identified for TAG services are tested with the Otis Lennon School Ability Assessment, and standardized math and reading assessment. Subsequent opportunities for screening occurs for all new registrants in grades 2, 4 and 5 to PGPCS. These students are tested with cognitive ability assessment and achievement assessments and screened using the grade level screening process.

Further, students in grades 5-8 can be nominated by a teacher, administrator, parent, or student to be screened for TAG services. All test data is valid for 2 years. Students are administered the MCAP in reading and math annually and the NWEA Reading assessment three times a year. All of the valid cognitive and achievement data can be used in screenings.

1) The process for identifying gifted and talented students

Specifically, in grades 4-6 MCAP achievement data is reviewed and students with qualifying scores are screened for services.

Multiple testing and re-screening opportunities are provided for students throughout elementary and middle school grades. The OLSAT Cognitive Ability Assessment is administered in grade 1 for all students. If a student does not score within qualifying range (81-99 percentile), the student will take the OLSAT Cognitive Ability Assessment again in grade.

In addition, the MCAP reading and math achievement assessment are given every year starting in grade 3, so students can be screened in grade 4-8 annually based on their achievement data. Also, the NWEA Map Reading assessment is given 2-3 times a year starting in grade 2. Students take the OLSAT in grades 1 and 3, MCAP in grades 3 - 8, and NWEA MAP Reading in grades 2-8. Students can be screened based on any valid test data. Test data is valid for 2 years. If the OLSAT test data is over 2 years and the student has a standardized reading or math assessment above the 89th percentile, the student is eligible to take a new OLSAT assessment to be screened.

Finally, re-screening is done for any student who has been screened but did not qualify for services. In addition, 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 and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

3) The percentage of gifted and talented students identified in the local school system*

*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale

Prince George's County Public Schools currently does not complete universal testing and screening in our Special Schools. These schools include C. Elizabeth Rieg Regional, Chapel Forge Early Childhood Center, Frances Fuchs Early Childhood Center, H. Winship Wheatley Early Childhood Center, James E. Duckworth Regional, James E. Duckworth Regional, Kenmoor Early Childhood Center, and Margaret Brent Regional.

5) The continuum of programs and services

PGCPS provides comprehensive instructional services for TAG identified students at all levels (per COMAR). At the elementary school level, instructional services are provided using three (3) delivery models: 1) TAG Pull-Out Model (TPO); 2) TAG in the Regular Classroom (TRC); and 3) TAG Center (TC). At the middle school level, students either participate in the TAG Center Program or Honors courses. At the high school level, TAG-identified students can enroll/participate in a variety of specialty programs in selected schools and can enroll in a wide variety of Honors, Advanced Placement (AP), and/or Dual Enrollment courses.

TAG 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, as well as advanced research skills through independent study and Junior Great Books Shared Inquiry. TAG Pull-Out groups meet two (2) hours per week from October through June.

5) The continuum of programs and services

TAG in the Regular Classroom Program - Elementary School

The TAG in the Regular Classroom (TRC) Program provides TAG-identified students with accelerated, enriched, and differentiated services within the regular 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 the 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 (7) TAG-identified students form a cluster group within a class. The pace and rigor of instruction for these gifted students should be based on student readiness, interests, and learning profile.

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 the unique and specialized instructional, social, and emotional needs of gifted learners. Placement in the TAG Center is through the PGCPS Lottery process. Space is limited at each location.

Specially selected and trained teachers implement the program in the six (6) TAG Elementary Center Schools, four (4) TAG Middle School Centers, and the one (1) 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 the instructional guides for the program. Specific components of the TAG Center Program are comprised of 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, while the World Language curricula include: International Culture and Language (ICAL) (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 is the case with the TRC 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.

Continuity to the TAG Center Middle School Program is guaranteed to TAG Center Elementary students that have been placed via lottery, and continuity to the International Baccalaureate Program is guaranteed for TAG Center Middle School students that have been placed via lottery.

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. TAG identified students are placed in mathematics courses 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.

5) The continuum of programs and services

Dual Enrollment Courses - High School

PGCPS currently has formal agreements, i.e. Memoranda of Understanding, with Prince George's Community College and Bowie State University. As part of these agreements, the list of courses that receive both high school and college credit have been identified. Additionally, both colleges share student grades directly with PGCPS. If students are participating in Dual Enrollment at an institution where PGCPS does not have a formal agreement, grades must be submitted to the Department of College and Career Readiness and Innovative Programs, to be added to the high school transcript.

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. The *Accuplacer* is a college placement exam that is administered online, and it is a prerequisite for eligibility to take college level courses for academic credit. Students are only permitted to take the *Accuplacer* exam twice in a given school year during discrete testing windows.

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 for 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 document. Additionally, the student must take the college's placement exam and score with non-developmental results in all three sections." Prince George's Community College Underage Student Procedure.

- 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 or not it will recognize a program or professional entity as meeting this criterion prior to accepting the recommendation.
- Students who are homeschooled may, in lieu of the first two criteria listed, 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 or not it will recognize the validity of such tests and 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 a number of 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/or accelerated courses based on personal interest and/or program requirements. Not all TAG-identified high school students take advantage of these programs and/or advanced placement courses, however. 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

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
By June 2020, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Analyze PGCPs TAG participation data by subgroups	August 2019
By June 2020, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Implement universal testing in grades 1 and 3 and new registrant testing in grades 2, 4, and 5.	Grade 1 Testing Window: Nov. 7 - 20, 2019 Grade 2 Testing Window: Oct. 22 - Nov. 2, 2019 Grade 3 Testing Window: Oct. 3 - 16, 2019 and Dec. 1 - 11, 2019 Grade 4 Testing Window: Dec. 2 - 12, 2019 Grade 5 Testing Window: Dec. 2 - 12, 2019
	Implement Grade 1 rescreenings for student who do not qualify in grade 2.	September 4 - November 15, 2019
	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMs and Hispanic. (3 year project) Provide 89 Title I kindergarten and grade 1 teachers with professional learning experiences focused on gifted characteristics of students from diverse and historically underrepresented populations.	Title I Participants - Orientation - September 2019 MEGS Gifted Conference - October 18, 2018 Professional Learning GT Consultant 1 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 2 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 3 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT

6) Data-informed goals, targets, strategies, and timelines

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
		Consultant 4 - Johns Hopkins Center for Talented Development Consultants Professional Learning GT Consultant 5 - Johns Hopkins Center for Talented Development Consultants

Goal: Increase the number of Hispanic students participating in gifted education services district-wide by 2%.

Target	Strategies	Timeline
By June 2020, 20% of students receiving gifted education services will be Hispanic students.	Analyze PGCPs TAG participation data by subgroups	August 2019
	Implement universal testing in grades 1 and 3 and new registrant testing in grades 2, 4, and 5.	Grade 1 Testing Window: Nov. 7 - 20, 2019 Grade 2 Testing Window: Oct. 22 - Nov. 2, 2019 Grade 3 Testing Window: Oct. 3 - 16, 2019 and Dec. 1 - 11, 2019 Grade 4 Testing Window: Dec. 2 - 12, 2019 Grade 5 Testing Window: Dec. 2 - 12, 2019
	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMs and Hispanic	Title I Participants - Orientation - September 2019 MEGS Gifted Conference Professional Learning GT Consultant 1 - Johns Hopkins Center for Talented Development Consultants - November 2019 Professional Learning GT Consultant 2 - Johns

Goal: Increase the number of Hispanic students participating in gifted education services district-wide by 2%.		
Target	Strategies	Timeline
		<p>Hopkins Center for Talented Development Consultants - December 2019</p> <p>Professional Learning GT Consultant 3 - Johns Hopkins Center for Talented Development Consultants - March 2020</p> <p>Professional Learning GT Consultant 4 - Johns Hopkins Center for Talented Development Consultants - April 2020</p> <p>Professional Learning GT Consultant 5 - Johns Hopkins Center for Talented Development Consultants - May 2020</p>

Goal: Increase the number of special education students participating in gifted education services district-wide by 1%.		
Target	Strategies	Timeline
By June 2020, 3% of students receiving gifted education services will also be receiving special education services.	Hire a full-time Twice-Exceptional Resource Teacher in the Special Education Office to assist with nominations and screenings of twice-exceptional learners.	August 2019
	Train all TAG Coordinators on the process for nominating and screening twice-exceptional learners.	September - October of 2019
	Create a Twice-Exceptional Google Site for all PGCPs Educators to access with detailed information about the characteristics of twice-exceptional learners, nomination process, and instructional strategies for meeting their needs.	October
	Provide classroom teachers, special educators, and guidance counselors with training on how to identify and serve twice-exceptional learners.	October 15, 2019 December 9, 2019 February 5, 2020

Goal: Increase the number of special education students participating in gifted education services district-wide by 1%.

Target	Strategies	Timeline
	Present the twice-exceptional nomination process to the school psychologists.	TBD (SY 2019-2020)
	Publish and distribute a Twice-Exceptional Resource Guide for PGCPs Educators.	November 2019
	Collaborate with the Twice-Exceptional Resource Teacher monthly to complete screenings of nominated students.	Monthly
	Twice-Exceptional Resource Teacher will be trained and provided testing security clearance to give the Naglieri and the OLSAT tests.	October 2019
	Twice-Exceptional Resource Teacher will assist school teams in the creation and completion of the Twice-Exceptional Nomination Form.	on-going
	Twice-Exceptional Resource Teacher will attend SIT meetings to help uncover Twice-Exceptional students.	on-going

COMAR 13A.07.01 Comprehensive Teacher Induction Program

COMPREHENSIVE TEACHER INDUCTION PROGRAM

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements.

- A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.
- C. Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:
 - (1) Before the school year begins, orientation programs for all teachers new to the local school system;
 - (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
 - (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
 - (4) Follow-up discussions of the observations and co-teaching experiences;
 - (5) Ongoing professional development designed to address new teacher needs and concerns; and
 - (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- D. The district shall consider the need for staffing to:
 - (1) Plan and coordinate all induction activities;
 - (2) Supervise new teacher mentors;
 - (3) Communicate with principals and other school leaders about induction activities; and
 - (4) Oversee the evaluation of the comprehensive induction program.
- E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

- A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.
- B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:
 - (1) A reduction in the teaching schedule;
 - (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
 - (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges

PGCPS Comprehensive Teacher Induction Program

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

Context

Prince George's County Public Schools (PGCPS) is dedicated to the premise that every child deserves an outstanding teacher every day, for every learning experience. We aim to graduate every student college- and career-ready. Anchored in these indicators, our professional learning program is designed to create and nurture a professional culture of learning, leadership, and innovation throughout PGCPS. Guided by the Coherence Framework, PGCPS is committed to providing professional learning opportunities in support of systemwide initiatives that impact the Instructional Core and prepare our students to be 21st century citizens who are college and career ready. In particular, PGCPS continues to provide multiple learning opportunities for new teachers in an effort to enhance their professional practice. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers (Silva, 2008).

Teacher professional learning in the induction phase is most meaningful when it is collaborative, implemented over time and embedded in the context of the work environment. Many of the professional learning experiences for new teachers in PGCPS provide opportunities to:

- Strengthen the instructional core, providing the necessary supports to prepare students to be college and career ready;
- Foster a commitment to the teaching profession, supporting teacher retention; and
- Prepare and grow teacher leaders whose practice informs instructional efforts at both the school and system level.

Support to new teachers is multifaceted and includes support through coursework, peer observations, coaching, mentoring, and technology resources. Of these myriad of supports, mentor teachers play a critical role in new teacher development. The work of the mentor teachers is grounded in a learning-focused approach utilizing the 4C's approach to coaching and mentoring: Coach, Collaborate, Consult, and Calibrate. Through this active learning continuum, mentor teachers are able to foster meaningful cooperative learning environments where teachers in their induction phase are able to develop critical competencies necessary to increase their instructional capacity.

Staffing and Oversight

For 18 years, the Office of Talent Development (OTD) Mentor program has provided high quality mentoring support to probationary teachers in PGCPS. OTD Mentor Teachers also support all teachers in Resident Teacher Programs, currently *Teacher for America* and NDMU. The PGCPS mentoring program is based on *the New Teacher Center Instructional Program and Practice Standards* in alignment with the *Charlotte Danielson Framework for Teaching* (FFT).

Full Time Mentor Teachers - Mentor teachers from the Office of Talent Development are assigned to schools with new resident teachers, new principals, large numbers of traditionally-certified new teachers in support of COMAR. Mentor teachers also provide assistance to the school community by collaborating with principals, school-based teacher leaders, and other resource providers to ensure that beginning educators experience the support needed to become effective educators. The cadre of mentor teachers consist of full-time mentors who were usually classroom teachers hired to support new teachers by:

- Providing new/non-tenured teachers with coaching and specific feedback on classroom performance;
- Modeling effective instructional approaches and co-planning, team teaching, and teaching demonstration lessons on a regular basis for the new/non-tenured teachers;
- Conducting needs assessments to determine training/resources that new non-tenured teachers require;
- Assisting new teachers with curriculum implementation; and
- Developing and providing workshops for new/non-tenured teachers

School Based Support Teachers - School based mentors are faculty at schools who have been identified at the school level to provide targeted support to new teachers. School-based New Teacher Academies are in operation in many schools and offer opportunities for continued collaboration and learning with mentor teachers and teacher leaders.

Alternative Teacher Preparation Mentor Teachers - Presently, a cadre of 13 full-time mentor (supervising) teachers provides support primarily to new resident teachers hired.

PAR Consulting Teachers- Working in concert with the Mentor Teachers are the Peer Assistance and Review (PAR) Consulting Teachers. The PAR Consulting Teachers Program provides intensive and differentiated support to non-tenured teachers who are in need of improvement in the area of professional practice. The ultimate goal of such support is to increase student achievement by ensuring that the pedagogy of a teacher aligns with best practices.

The Number of *Probationary Teachers	Total	PGCPS Mentoring Composite 2019-2020		
		FULL-TIME MENTORS: (Mentoring is their full-time job)	SUPERVISING TEACHERS RETIREES: (Mentoring is done by retirees hired to mentor)	FULL-TIME TEACHERS: (Teaching is their full-time job and they mentor)
976	173	26 OTD Mentor Teachers 24 PAR Consulting Teachers	13 Supervising Teachers	110 FTE: TSL Teacher Leaders

*COMAR defines defines “probationary” as teachers who are in their first three years of teaching.

Professional Development Lead Teachers (PDLT) – PDLTs are experienced teachers identified by their principals who are charged with the responsibility of facilitating professional learning opportunities that strengthen staff capacity to successfully implement the instructional framework required by the CCRS. A corps of PDLTs support school-based instruction and provide professional learning for CCRS and its related components. At its core, the training delivered by the PDLTs is focused on adult learning theory and presentation approaches that actively engage adults. In addition, the training is designed to deepen interest in and exploration of current research focused on improving instruction. Following are the allocations of PDLTs for schools.

Elementary PDLT Assignments

School Type	Number of PDLTs
ALL Elementary	1
ECC	1
Charter School	1
K-8 School (Elementary)	1

Secondary PDLT Assignments

Student Enrollment	Number of PDLTs
1 - 700	1
701 – 1,400	2
1,401 +	3

Central Office Content-focused Mentor Teachers / Coaches / Specialists – These resource providers support classroom teachers, teacher leaders and program coordinators in various instructional areas, including ESOL, Special Education, Mathematics and early reading and literacy. Following is a summary of job embedded, building-level supports provided by Department of Curriculum and Instruction for probationary teachers:

Fourteen (14) Early Literacy Support Teachers (ELST)

- Assigned to 14 selected elementary schools deliver daily support for ½ day
- Provide assistance to kindergarten, first grade, and second grade teachers through coaching, co-planning, and demonstration lessons

Thirteen (13) Reading Recovery Teachers

- Assigned to 13 elementary schools
- Provide reading intervention to selected first graders

Ten (10) Literacy Coaches

- Assigned to 10 middle schools and 9 high schools
- Provide coaching support for secondary Reading/English Language Arts (Grades 6-8, and 10) and Social Studies (Grades 8 and 9) teachers to plan and implement literacy strategy instruction and provide student feedback
- Assist with collaborative planning, facilitate training sessions, conduct coaching opportunities, and lesson modeling

Forty-eight (48) Numeracy Coaches

- Assigned to 24 elementary schools, 13 middle schools, and 12 high schools
- Provide literacy support to build content knowledge and pedagogy
- Build teacher capacity for the delivery of mathematics instruction to cultivate a positive literacy-rich mathematics environment and advance students' abilities to reason mathematically

Thirteen (13) National Training Network (NTN) Coaches

- Assigned to five (5) elementary schools, six (6) middle schools, and four (4) high schools
- Aid selected teachers in delivering instruction that emphasizes the Standards of Mathematical Practices and mathematical reasoning

Management and coordination of these services is provided under the direction of the Chief of the Division of Human Resources. Additionally a Director, Supervisor, and Employee Evaluation Instructional Supervisor work collaboratively for deployment of services for its mentoring program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics aligned to systemic goals govern the appraisal of mentor performance.

Orientation Programs

Professional Educator Induction Program (PEIP) - An integral component of PEIP is 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/or 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 CPD credit that may be applied for recertification. PEIP is reinforced by continuous workshops and seminars through-out the school year, provided at the school site, by the area offices, and through specific content area offices that oversee the curricula. In addition, OTD provides new teachers with mentor support by content areas.

New Teacher Boot Camp (NTBC) - For the seventh straight year, the precursor to PEIP, New Teacher Boot Camp (NTBC) 2019, has been available for new teachers. During the most recent NTBC 2019, themed "Learn, Enjoy, Stay," teachers had the opportunity to meet new colleagues and form learning networks, share and glean new ideas, and learn to create opportunities that maximize student engagement in their classrooms. Session strands focused on the needs of the novice teacher which included:

- Professional Development and Support;
- New Teacher Resources;
- Framework for Teaching/Effective Instruction;
- Strategies for Student Success; Collegial Conversations; and
- Personal Management and Financial Education.

Sessions for each of these seminal induction programs were led by mentor teachers, master teachers, teacher leaders, and content supervisors, and were differentiated according to instructional level and/or content area. As an added component, community-based business partners, resources, and daily updates were available to participants via the NTBC Google site at <https://sites.google.com/pgcps.org/newteacherbootcamp/sessions-for-learning>.

A daily average of 215 new teachers participated in the 2019 three-day New Teacher Boot Camp. Attendance during the August 2019 three-day pre-service induction program totaled 976 new educators, including thirty-five resident teachers from Teach for America and the Notre Dame of Maryland University (NDMU) Special Education Alternative Certification programs. In addition to the initial August trainings, follow-up sessions focusing on content as well as 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.

Pre-Service Professional Learning - Prior to the start of school-probationary teachers participate in pre-service training focused on the work of Rigorous Literacy Instruction.

PRE-SERVICE WEEK – AUGUST 22-30, 2019

DATE	PROFESSIONAL DEVELOPMENT FOCUS
Thursday August 22	<p>Welcome / Goal Setting</p> <ul style="list-style-type: none"> ▪ ½ day – Principal / Leadership team-led session(s) ▪ ½ day – Teacher preparation (collection and organization of curriculum guides and ancillary materials for long range planning)
Friday August 23	<p>Teachers Work in Classrooms</p> <ul style="list-style-type: none"> ▪ Full day – Teacher classroom preparation
Monday August 26	<p>School-focused Information & Discussion related to Systems and Structures</p> <ul style="list-style-type: none"> ▪ Full day – Principal / Leadership team-led session(s), First Day of School Preparation and Procedures <p>(See Content-Specific Professional Development and Training Sites for Early Childhood see chart pages 18-19.)</p>
Tuesday August 27	<p>School-Specific PD / Preparations for School Year</p> <p>Please take advantage of this time to engage in focused sessions and collegial learning opportunities that reinforce Rigorous Literacy activities. Sessions may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ School-based training / work sessions ▪ Collaborative learning groups (i.e., SLOs, content-specific training follow up, unit / lesson planning, etc.) ▪ Setting the stage for the coming year ▪ Teacher classroom / team preparation ▪ Coordinating resources ▪ Building Culture ▪ FFT Component Overview ▪ Teacher Grading and Reporting (AP 5121 & <i>SchoolMax</i> Teacher Gradebook) ▪ Grade Change Process (AP 5116 & PS-140) <p style="text-align: center;">https://tinyurl.com/2018 FFT</p> <p>Please allow staff to review the following modules as time permits.</p> <ul style="list-style-type: none"> ▪ Prince George's County Child Abuse: Mandatory Reporting (35 minutes) ▪ Prince George's County Employee Code of Conduct (25 minutes) ▪ Sexual Harassment: Student Issues & Response (38 minutes) ▪ Blood-borne Pathogens Exposure Prevention: Complete (25 minutes) ▪ De-Escalation Strategies (Maryland) (20 minutes) ▪ Prince George's County Customer Services (18 minutes) <p>(See Content-Specific Professional Development and Training Sites for Early Childhood see chart pages 18-19.)</p>
Wednesday August 28	<p>PGCPS Professional Development Day</p> <p>(See Content-Specific Professional Development and Training Sites chart.)</p>
Thursday August 29	<p>Teachers Work In Classrooms</p> <ul style="list-style-type: none"> ▪ Full day – Teacher classroom preparation <p>This may be an additional time for staff to review the following modules as time permits.</p> <ul style="list-style-type: none"> ▪ Prince George's County Child Abuse: Mandatory Reporting (35 minutes) ▪ Prince George's County Employee Code of Conduct (25 minutes) ▪ Sexual Harassment: Student Issues & Response (38 minutes) ▪ Blood-borne Pathogens Exposure Prevention: Complete (25 minutes)

DATE	PROFESSIONAL DEVELOPMENT FOCUS
	<ul style="list-style-type: none"> ▪ De-Escalation Strategies (Maryland) (20 minutes) ▪ Prince George's County Customer Services (18 minutes) <p>Special Note: Pre-kindergarten Back-to-School Orientation takes place on this day.</p>
<p>Friday August 30</p>	<p>Teachers Work in Classrooms</p> <ul style="list-style-type: none"> ▪ Teacher classroom/team collaboration and preparation <p>Special Note: New 6th, 7th, and 9th grade student orientation takes place on this day.</p> <ul style="list-style-type: none"> ▪ Review of Opening Procedures

Ongoing Professional Learning

Professional Educator Induction Program (PEIP) 2.0 - Since its launch in 2014, the PGCPs Professional Educator Induction Program (PEIP) 2.0, an extension of PEIP, continues to offer a series of monthly Professional Development sessions provided by OTD Mentors and Teacher Leaders. During PEIP 2.0 new teachers learn more about the fundamentals for effective pedagogy, student engagement, formative and summative assessment and content delivery. Some of the course work in this yearlong program include, but are not limited to: Classroom Management, Communicating with Teachers and Parents, Designing and Utilizing Assessments, Classroom Culture, and Questioning and Discussion Techniques. This program has experienced a 66% increase in attendance from 2017 (107 participants) to 2019 (160 participants). More information about this program can be found on the New Teacher Academy/PEIP 2.0 Google site at <https://sites.google.com/pgcps.org/ntapeip2/home>

Mentor Teacher Triage Team- The Triage Team is comprised of a small group of mentor teachers whose primary work is in support of schools that demonstrate immediate need per request/inquiry of Instructional Directors, principals, department supervisors, etc. Mentors who serve in this capacity have demonstrated the ability to adapt quickly to changing scenarios in a seamless manner and are well-versed in content and in effective mentoring and coaching strategies. Following an analysis of the school's needs, the Mentor Triage Team provides real-time, onsite support for a designated period of time. Additionally, the Triage Team coordinates directly with the Office of Employee Performance and Evaluation to ensure seamless transition of teachers who are entering the PAR process or exiting the PAR process with transition mentor support. Teachers who are new to the district also have access to critical information and resources in a centralized location and are provided a partner to help clarify any questions they may have. Support services fall into the following categories: Managing Your Classroom, PGCPs Platforms/Technology, Navigating Your Building, and Professional Responsibilities & Administrative Procedures.

Systemic Training - PGCPs is dedicated to the strategic growth and development of probationary teachers throughout their professional careers in PGCPs. Central to this effort is the ongoing support available to teachers through mentoring and coaching which begins during the teachers' induction phase into PGCPs. Mentors' certified expertise crosses all content and levels of pedagogy. PGCPs provides systemic professional learning opportunities throughout the course of each year. Prioritizing the needs of probationary teachers, its professional learning offerings are tailored to the needs of new teachers inclusive of offerings in the areas of content, pedagogy, graduate study, and technology implementation through its [My Professional Performance System \(MyPPS\) instructional system](#) and the [bi-annual course catalogue](#). Offerings for probationary teachers include but are not limited to:

- Continuing Professional Development (CPD) Credit Courses
 - Assessment for Teaching Reading (MSDE #15-00-04)
 - Inclusion: Making It Happen So All Students Progress - ONLINE (MSDE #12-16-11R)
 - Inclusion: Making It Happen So All Students Progress (MSDE #12-16-11R)
 - Instruction of Reading for Teachers of Grades K-6 (MSDE #15-00-05)
 - Materials for Teaching Reading - (MSDE #15-00-03)
 - Materials for Teaching Reading - ONLINE (MSDE #15-00-03)
 - Process and Acquisition of Reading for K-6 (MSDE #15-00-02)
 - Teaching Reading in the Secondary Content Area - PART I (MSDE #15-00-06)
 - Teaching Reading in the Secondary Content Area - PART I- ONLINE (MSDE #15-00-06)
 - Teaching Reading in the Secondary Content Area - PART II (MSDE #15-00-07)
- Praxis Preparation Courses
 - Praxis Core Mathematics Preparation
 - Praxis Core Reading Preparation
 - Praxis Core Writing Preparation

Collaborative Planning – Collaborative planning is an engaging professional learning process for educators, and when implemented using the *Data Wise* process, is a powerful opportunity to think more critically about teaching and learning in schools. During collaborative planning, school teams meet regularly around the school’s essential question and examine relevant data sets to gain a greater understanding around pertinent issues. Collaborative planning teams may be organized by grade level or content area, and often include school administrators who help facilitate the conversations and guide the *Data Wise* process.

Professional Learning Communities (PLC) – This model is integral to change the teaching and learning culture. PLCs provide participants with extended shared learning opportunities. This collaborative learning style is designed to help transition new learnings within the school environment when educators share new ideas with their school-based peers. One example is PGCPs’s effort to increase the number of teachers achieving National Board Certification. The Office of Talent Development provides support for schools with teachers desiring to engage in the certification process as a collective group.

Turnkey Training - In a district the size of PGCPs, this strategy is used to ensure that systemic initiatives are scaled to reach probationary as well as veteran educators in every school. School-based teacher leaders, including PDLTs, Grade Level Chairpersons, Elementary Contacts (ECs), Department Chairpersons (DCs), Teacher Coordinators (TCs), Instructional Lead Teachers (ILTs), and Special Education Coordinators and other resource providers attend district-level training sessions and are responsible, in turn, for training school-based personnel. These teacher leaders often collaborate with their principals and/or instructional leadership teams to plan training for probationary teachers.

Organization of Our Mentoring Program: Observation, Co-teaching and Monitoring

The table below provides a delineation of the PGCPs mentoring supports.

Project/Area of Focus	Description
New Teacher Induction/PEIP/ Boot Camp 2019-2020	This project provides initial and follow-up experiences for first- through third-year teachers in PGCPs. It addresses the needs of new teachers – strengths, challenges, and opportunities for growth – and provides differentiated and robust programs of support. It incorporates multiple methods to access PD opportunities, including face-to-face sessions, webinars, book talks, etc.
School-based New Teacher Academies (G3 TSL Grant)	This project supports school-based PD experiences for teachers new to PGCPs at 40 high poverty schools. Like the previous project, it addresses the needs of new teachers – strengths, challenges, opportunities for growth – and supports the mentoring of teachers at various stages of development. Personnel in this project support school-based mentoring in multiple ways, including specialized forums funded by USDE. (See section Great Teachers, Great Schools, Great Leaders (TSL/G3) Grant, USDE of this section for details about this program.)
ePortfolio Support and Training	The district utilizes an ePortfolio for probationary teachers as part of their development process. Through this vehicle, teachers reflect on trainings – strengths, challenges, opportunities for growth – and work closely with Instructional Technology personnel and the Resident Teacher Office to develop a robust training and instructional program.
Rigorous Literacy Instruction / Framework for Teaching / College and Career Readiness	As the Rigorous Literacy Instruction and Framework for Teaching (FFT) components are implemented, the district promotes greater understanding and provides specialized probationary teacher support throughout the year. Rigorous Literacy Instruction and FFT training and/or activities are available after school, on line, and in the summer.
Data Analysis	Critical to assessing participation and evaluating the effectiveness of professional learning, data are collected on program offerings, mentor-mentee interactions, professional learning feedback, and overall implementation of the mentor teacher program. (See Section C for detailed data.)
Evening Professional Development Series (NDMU)	The NDMU Evening Professional Development Series is designed for resident teachers who are special education teachers. Real-time sessions based on resident teachers’ needs are available monthly through the year.
Resident Teacher Redesign	Understanding the importance of partnerships, the district hosts a Resident Teacher Steering Committee designed to refine its RT program for probationary teachers.

Project/Area of Focus	Description
Continuing Professional Development (CPD) Course Instructors	<p>Courses are designed specifically for new, non-tenured, and resident teachers, and/or CPD coursework of any kind. Priority trainings include those which increase teachers' capacity in:</p> <ul style="list-style-type: none"> ▪ College and Career Readiness Standards ▪ Classroom organization and management ▪ Praxis preparation as needed ▪ MSDE-required reading courses ▪ Facilitators must take the Online Teaching and Facilitating CPD course in order to teach online courses.
NDMU and TFA Pre-employment Training (PET) and Internship Planning	Pre-employment training and internship experiences are available for candidates in the PGCPs Resident Teacher Program. Participants work closely with HR personnel and the Office of Talent Development to identify PET instructors and supervising teachers, and develop a robust training program.
Three-Year PD Planning Committee	In an effort to ensure that all professional development opportunities align with systemic goals for educator effectiveness and student achievement, and to provide requisite support for personnel in the induction phase of their careers, PGCPs has convened a Professional Development Task Force (PDTF) that will design an induction training plan for probationary teachers.
Framework for Teaching and Teacher Evaluation System	Prince George's County Public Schools uses a standards-based teacher evaluation system that was developed through the collaborative efforts of teachers, administrators, and central office staff. This evaluation system is built upon the components of effective instruction. The Framework for Teaching is the work of Charlotte Danielson and the Educational Testing Service and is a comprehensive review of the professional responsibilities of teachers. It is also the basis of how the district collects and rates evidence from classroom evaluations. The district uses the data rendered by FFT to build capacity of its probationary teachers.

Great Teachers, Great Schools, Great Leaders (TSL/G3) Grant, USDE - In 2017, PGCPs was awarded a grant from the U.S. Department of Education. A major component of the grant is directed at addressing new teacher induction and school-based mentoring supports in 40 high need schools across PGCPs. The TSL/G3 grant involves collaboration with internal and external partners. The sustainability objective of the grant is to intentionally hire, develop, evaluate, and retain highly qualified teachers and teacher leaders who will serve PGCPs in years to come.

The goal of the TSL grant is to build on the gains in student learning by improving the effectiveness of the Human Capital Management System (HCMS) structures that support achievement of schools and central offices. Through this grant, PGCPs strengthens end-to-end processes that support early hire recruitment, best-fit deployment, evaluation and support, and retention of high-quality teachers and school leaders, particularly in high-need schools. The following individuals support the efforts of retention and capacity building in schools:

Mentor Coordinators provide coaching, mentoring, and professional development for identified teachers in high need schools. The Mentor Coordinator will collaborate with and support school-based lead teachers with ongoing trainings centered on “best practices” for the adult learner to achieve academic excellence for all students.

Lead Student Learning Objectives Consulting Teacher(s) plan and facilitate the development of student learning objectives (SLOs) in the forty-targeted high needs schools,

The **Instructional Specialist** provides coaching and training on Charlotte Danielson’s Framework for Teaching. The Instructional Specialist will deliver ongoing professional development, support and calibration training on the evaluation instrument for school-based and central office personnel.

TSL/G3 Probationary Supports for the 2019-20 School Year

<u>March 2019</u>		
14 th	Learn & Grow Series	
14 th	University Cohort #1 – PLC Meeting	
<u>April 2019</u>		
4 th	PGCPS Career Connections: Francis Scott Key ES	
9 th	Learn & Grow Series	
<u>May 2019</u>		
16 th	Learn & Grow Series	
22 nd , 23 rd	New Teacher Focus Group	
<u>August 2019</u>		
12 th	<ul style="list-style-type: none"> ▪ New Teacher Boot Camp <ul style="list-style-type: none"> □ <i>Strand for G3 Schools</i> 	
13 th	<ul style="list-style-type: none"> ▪ New Teacher Boot Camp <ul style="list-style-type: none"> □ <i>Strand for G3 Schools</i> 	
20 th	Professional Educator Induction Program	
21 st	Professional Educator Induction Program PGCPS Job Fair/Placement Event	
22 nd	Professional Educator Induction Program	

Organization and Schedules for Mentor/Mentee

PGCPS offers mentoring services to new teachers as a part of the Prince George’s County Public Schools’ (PGCPS) Induction Program. OTD offers mentoring support to both Conditionally Certified Teachers and Certified Teachers during the three-year induction period. In addition, on a case-by-case basis, mentoring services are provided to experienced teachers based on Administrator Request or teacher self-referral. Mentors are assigned to teachers based on content and grade level expertise. In PGCPS, the goal is to provide multi-layered support and professional learning, so that the school system (a) develops a competent and effective workforce; (b) retain our teachers by investing in their success; and (c) have a positive and long-lasting effect on student development and achievement.

New Teacher Induction and Support			
Element	Content	Structure	Participant Outcomes
a. Orientation program before the school year begins <i>(1st year teachers)</i>	The pre-service orientation for new teachers includes the following: <ul style="list-style-type: none"> □ New Teacher Boot Camp; □ Welcome to Prince George’s County Public Schools; □ Getting to Know Your Professional Organization; □ Conscious Classroom Management □ Content-specific Training 	<ul style="list-style-type: none"> □ Optional 3-day “Boot Camp” a week prior to the primary pre-service induction program; □ Three-day pre-service orientation with whole group, small-group and differentiated sessions; □ Sessions taught by master teachers, content supervisors, and central office personnel in model classrooms; and □ Supporting texts and resources distributed to new teachers: 	<ul style="list-style-type: none"> □ Develop awareness of systemic organization and structure, priorities, and processes; □ Access and examine PGCPS curriculum and principles of learning and teaching that form the framework for planning, implementing, and assessing instruction; □ Acquire and practice strategies for effective classroom management; and □ Plan and prepare for a successful opening of the school year.

New Teacher Induction and Support

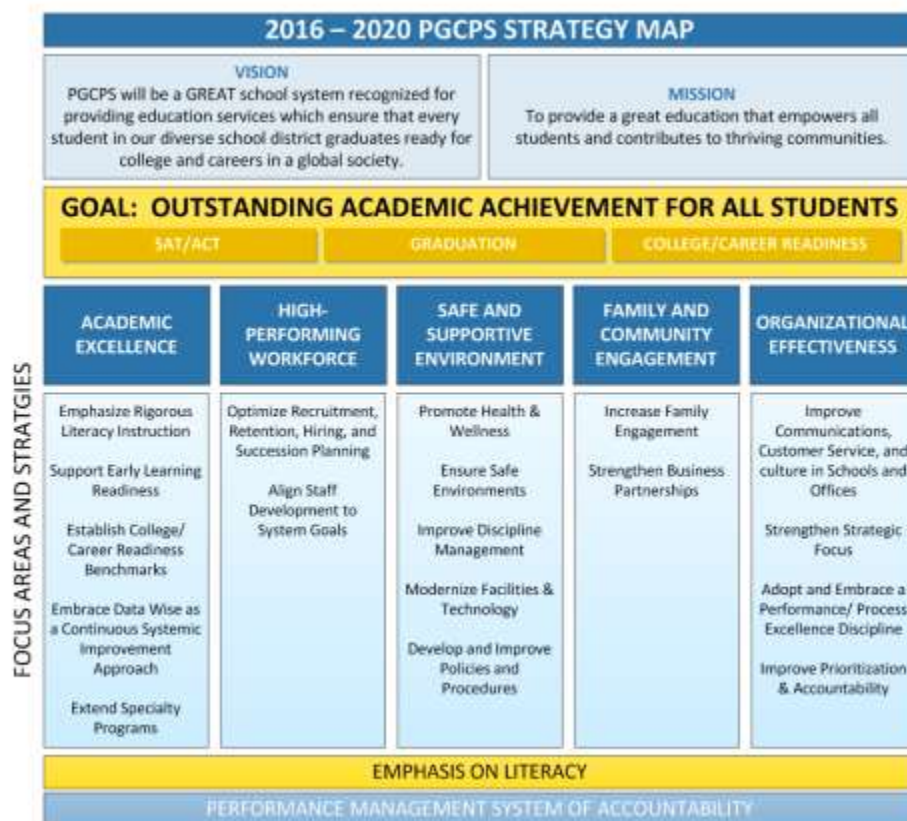
Element	Content	Structure	Participant Outcomes
<p>b. Support from a mentor</p> <p><i>(1st, and identified 2nd and 3rd year and probationary teachers)</i></p>	<p>Mentor support includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies for effective classroom management and organization <input type="checkbox"/> Collaborative lesson planning and feedback <input type="checkbox"/> Review of student work and assessment data <input type="checkbox"/> Demonstration lessons in new teachers' classrooms <input type="checkbox"/> Classroom visits with pre- and post-conferencing <input type="checkbox"/> Professional electronic portfolio guidance and feedback for new resident teachers 	<p>New teachers are provided mentor support as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talent Development Mentor Teachers <ul style="list-style-type: none"> ▪ Full-time mentor support for 1st year teachers and experienced teachers new to the district; ▪ Full-time mentor support for 1st year and identified 2nd year resident teachers; ▪ Mentors to interact with new teachers a minimum of one (1) 45-minute visit per week 	<ul style="list-style-type: none"> <input type="checkbox"/> Infuse literacy strategies effectively across content areas <input type="checkbox"/> Practice effective instructional and classroom management strategies; <input type="checkbox"/> Make instructional decisions based on student data; and <input type="checkbox"/> Complete successful year of teaching and return for another year of service
<p>c. Regularly scheduled opportunities to observe or co-teach with skilled teachers</p> <p><i>(1st and selected 2nd year teachers)</i></p>	<p>Observation and co-teaching episodes are planned on a bi-weekly basis, at minimum, and include the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conferencing and planning opportunities (includes goal-setting and look-fors); <input type="checkbox"/> Observation or co-teaching episode; and <input type="checkbox"/> Post-conferencing, reflections, and next steps. 	<p>To provide new teachers opportunities to observe or co-teach with skilled teachers, mentors will be assigned as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talent Development Mentor Teachers to first year teachers and experienced teachers new to the district; and <input type="checkbox"/> Alternative Teacher Preparation Mentors to first-year and identified second-year resident teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement effective instructional and classroom management strategies using a variety of resources; <input type="checkbox"/> Participate in collaborative lesson planning with colleagues; and <input type="checkbox"/> Make instructional decisions based on student data.
<p>d. Ongoing professional development</p> <p><i>(1st, 2nd, and 3rd year teachers)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program follow-up sessions to include emphasis on lesson planning and identified components of Framework for Teaching (FFT) <input type="checkbox"/> Continuing Professional Development coursework, with emphasis on classroom management and organization, available in a three-semester format <input type="checkbox"/> New Teacher Academies led by assigned school-based instructional leaders with emphasis on classroom management, instructional strategies, lesson planning, and collaborative planning <input type="checkbox"/> Content-focused trainings with College and Career Readiness Standards-aligned curricula led by curriculum supervisors 	<p>Ongoing support through professional development to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program Follow-up Sessions <input type="checkbox"/> Continuing Professional Development Courses <input type="checkbox"/> School-based New Teacher Academies and Collaborative Planning Sessions <input type="checkbox"/> Content-based Sessions (Systemic) with College and Career Readiness-aligned curricula 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement differentiated and effective instructional and classroom management strategies using a variety of resources <input type="checkbox"/> Plan collaboratively with colleagues <input type="checkbox"/> Make instructional decisions based on student data <input type="checkbox"/> Increase curriculum content knowledge and improve lesson instruction
<p>e. Ongoing formative review of new teacher</p>	<p>Formal and informal observations by school-based</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and feedback from school-based administrators 	<ul style="list-style-type: none"> <input type="checkbox"/> Enhance reflective teaching practices

New Teacher Induction and Support			
<p>Element</p> <p>performance based on clearly defined teaching standards</p> <p><i>(1st, 2nd and 3rd year teachers)</i></p>	<p>Content</p> <p>administrators, including walkthroughs</p> <p>Classroom visits and observations by mentor teachers with debriefing, coaching and feedback</p> <p>Comprehensive professional electronic portfolios created by identified resident teachers organized around domains in the Danielson Framework.</p>	<p>Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor visitation and consultation <input type="checkbox"/> Professional electronic portfolios <input type="checkbox"/> Coaching and post-visitation feedback conferences 	<p>Participant Outcomes</p>

Action Plan

Support for PGCPS probationary teachers is grounded in the district’s Strategic Plan. Supports provided are aligned to Key indicators to help actualize the district’s vision:

- 1) Rigorous Literacy Instruction;
- 2) Early Learning Readiness;
- 3) College and Career Readiness;
- 4) A Continuous Systemic Improvement Process; and
- 5) Specialty Programs (PGCPS Strategic Plan, 2016-2020).

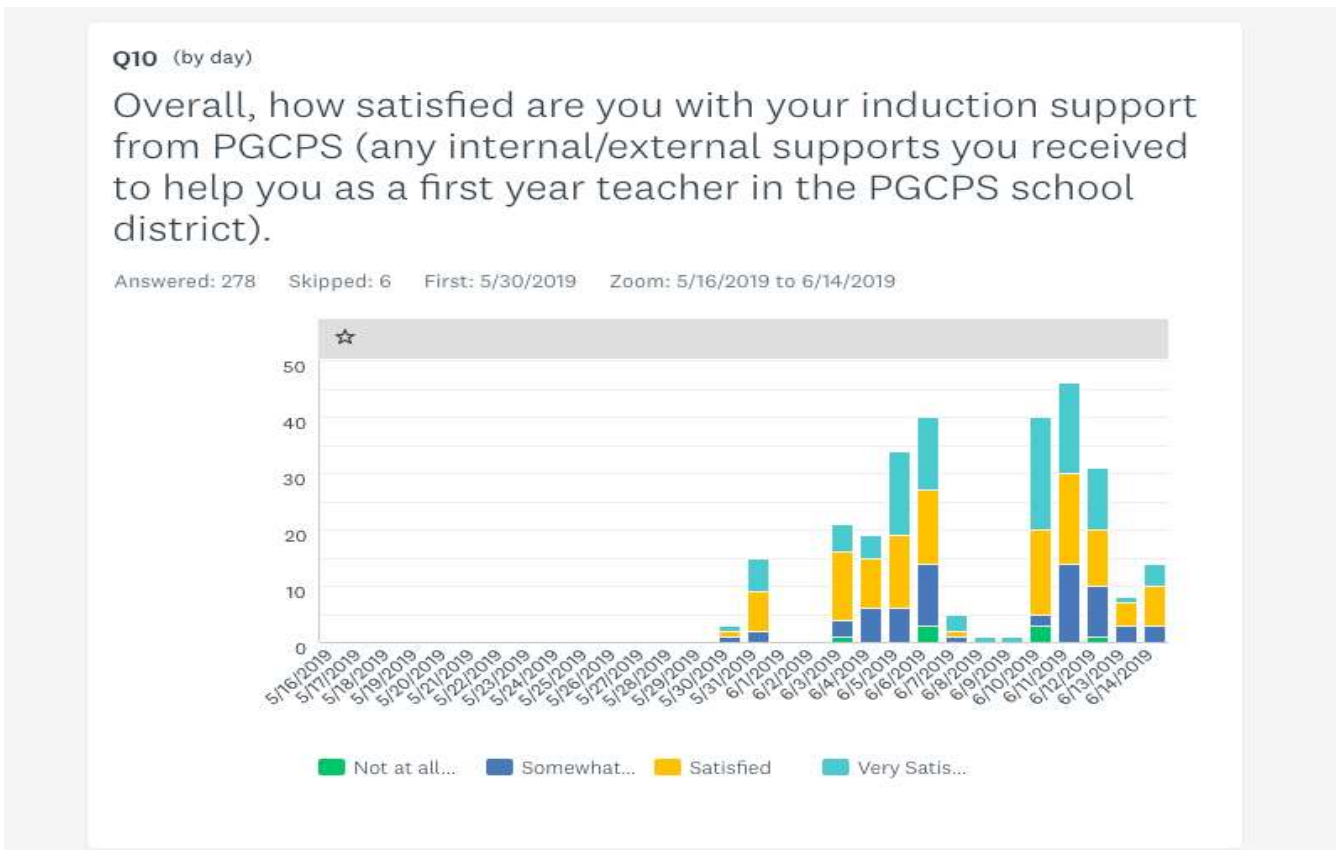


PGCPS is aware that college graduates and career changers who are interested in the teaching profession need an alternative pathway for obtaining professional certification and developing effective teaching practices. Additionally, the school system has an increasing need to build and sustain an internal pipeline that supports Conditional Teachers, substitute teachers, and support staff within the school system in becoming professionally certified teachers. Through a high-quality teacher preparation program that involves rigorous selection, intensive training, and effective coaching and mentoring based on evidence-based feedback, PGCPS is embarking on a redesign of its Maryland Approved Alternative Preparation (Resident Teacher) program (MAAPP). This redesign will address identified areas of need from the Maryland State Department of Education while also improving beginning teacher performance and retention, which will ultimately support the aforementioned strategic plan. Lessons learned in the redesign of the resident teacher program will carry over to continued refinements of the PGCPS Mentoring Program.

Relevant and Appropriate Data

OTD Mentor Teacher Data Inventory- One of our key partners, Learning Forward, teaches that in order to ensure that the needs of professionals are met, it is necessary to measure impact. In order to deliver effective professional development that meets the needs of probationary teachers, relevant data must be collected in order to assess impact. PGCPS maintains a OTD Data Inventory that it uses to make program refinements as necessary. Mentor logs and end-of-year teacher satisfaction surveys are utilized to gauge the quality of the mentoring supports delivered throughout the year. These data are used to measure the level of mentor impact, communicate with administrators and stakeholders, and to make continuous program improvements. Click [here](#) for OTD Mentor Teacher Data Inventory. This Data Inventory is also included in Section C of this response.

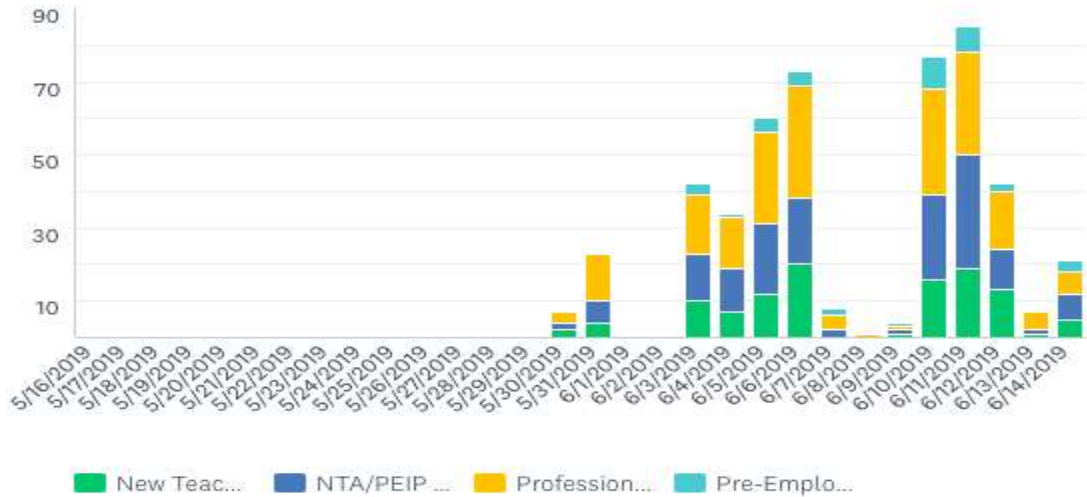
New Teacher Data - PGCPS values new teacher feedback as a source of qualitative data. PGCPS conducts ongoing new teacher satisfaction surveys throughout the year to gauge impact on teachers during their first year. These data, and end of year data program completers data are provided below. More substantive data are outlined in section C of this response.



Q9 (by day)

Did you attend any of the following induction events?
(Check all that apply)

Answered: 252 Skipped: 32 First: 5/30/2019 Zoom: 5/16/2019 to 6/14/2019



Also see response in Section C “Data Regarding Scope of Mentoring Program” for additional data.

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

- training for new mentors;
- supervision of mentors;
- training for school administrators and school staff as described in .04E of the regulation.

Training for New Mentors

The New Mentor Academy (NMA) is designed to provide targeted support and professional development for newly hired mentor teachers in the Office of Talent Development. Led by seasoned mentor teachers, the NMA team plans monthly coaching/learning sessions, assigns mentor coaches, and identifies resources useful in the successful induction of new mentors in their preparation to support new teachers.

Assign mentor coaches to new mentor teachers in an effort to:

- Provide models for effective mentoring;
- Develop OTD “ambassadors” - assist with building networks within and outside of OTD; must model an outward mindset; and
- Group coaching training for all mentor coaches

Supervision of Mentors

Management and coordination of mentoring services are supervised under the direction of the Chief of the Division of Human Resources. Additionally a Director, Supervisor, Mentor Coordinators, and Employee Evaluation Instructional Supervisor work collaboratively for deployment of services for the PGCPs mentoring program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics for program services realigned to systemic goals govern the appraisal of mentor performance. Mentor teachers metrics are monitored as follows:

1. Activity logs
2. Beginning of year calibration work session
3. Mentee survey data

4. Weekly workstream meetings
5. On site observations
6. Monthly mentor forums
7. Delivery of service “Team Talk” initiative
8. Ongoing retreats and professional development
9. *See section C for detailed metrics and data inventory*

Additionally, mentor efficacy is monitored through mentor performance standards with its Teacher Evaluation system. This model is rooted in the spirit of continuous growth and improvement of teaching and learning in the district and has been developed in partnership with the Prince George’s County Educators’ Association (PGCEA) and the Association of Supervisory and Administrative School Personnel (ASASP).

The Charlotte Danielson Framework for Teaching (FFT), an observation-based evaluation system, provides the tool used for teacher appraisal. The teacher evaluation system gathers evidence of professional practice observed by an appropriate evaluator. Observation data are compiled to form a picture of what is happening in the schools and in the classrooms that contributes to the learning of the students. Thus, teachers as well as mentor teachers are evaluated on their professional practice as well as their students’ growth.

This approach to measuring teacher effectiveness is intended to provide a comprehensive view of how well teachers are preparing students to be college and career-ready. The model includes multiple measures of effectiveness in the areas of professional practice and student growth for instructional teachers responsible for students’ academic progress in a Pre-K-12 public school setting. The PGCPS appraisal systems also support professional development and growth for all employees and ensure that each school has effective administrators, teachers, and support staff.

The evaluation model utilizes multiple measures to assess the effectiveness of educators. Teachers are evaluated on their professional practice (50%) as well as their students’ growth (50%), in accordance with Maryland’s teacher evaluation model.

Measured by a system of data points, which guides continuous improvement of performance and accountability, the PGCPS evaluation system includes the following:

Professional Practice Measures:

- Classroom observations using the Danielson Framework for Teaching (FFT)
- A student perception survey
- An assessment of professional growth

Student Growth Measure

- Student Learning Objectives (SLOs)
- Locally Selected Assessments
- Local School Progress Index (SPI)
- State Assessment Data

Training for School Administrators & Staff

COMAR .04E ”The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors’ work in schools, and the importance of school-level coordination of support for new teachers.”

Training for school administration and staff is provided on an ongoing basis through

- Cluster Meetings
- Grade Level Meetings
- Systemic Principals Meetings
- Leadership Institutes
- PGCPS Online Training Platforms
- School Based Training
- One-on-one Principal Coaching
- Leadership Development Programs

C. Provide a description of how your mentoring program is being evaluated. Include evaluation data and data on new teacher retention.

The Number of *Probationary Teachers	Total	PGCPS Mentoring Composite 2019-2020		
		FULL-TIME MENTORS: (Mentoring is their full-time job)	SUPERVISING TEACHERS RETIREES: (Mentoring is done by retirees hired to mentor)	FULL-TIME TEACHERS: (Teaching is their full-time job and they mentor)
976	173	26 OTD Mentor Teachers 24 PAR Consulting Teachers	13 Supervising Teachers	110 FTE: TSL Teacher Leaders

PGCPS as a district measures program impact based upon attainments of its [Strategic Plan](#). Program measures reported regularly rely upon numerous factors that include program participation, program completion, change in teacher practice, and participation feedback. On the departmental level, the district utilizes monthly mentor logs and end-of-year teacher satisfaction surveys to measure the impact of mentor services provided. In an effort to ensure continuous program improvement, the Office of Talent Development recently partnered with the Office of Research and Evaluation to review and revise the current data capture tools. OTD data sources for program evaluation include the following:

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
Resident Teacher Pre-Employment Training (PET) Candidate Survey	Receive feedback from teachers regarding their training/onboarding experience.	Weekly (During Pre-Employment Training)	PET Team	PET Team Website	To receive feedback from teachers regarding their training/onboarding experience. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
Resident Teacher Pre-Employment Training Instructor Survey	Receive feedback from pre-employment training instructors	Weekly (During Pre-Employment Training)	PET Team	PET Team Website/Data portal	Receive feedback from instructors regarding potential challenges for candidates. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
PGCPS Resident Teacher (PGCRT) Residency Seminars Evaluation	Needs for improvement and future support	Monthly	PGCRT Team	PGCRT Google site and Rolling Agenda	Used to inform us of the RT needs .
ePortfolio Capstone Project	Completion of PGCRT program	SY	OTD/Resident Teacher Program (RTP)	PGCRT ePortfolio site	Milestones help to pace and provide support and feedback to Resident Teachers via Mentors. Successful completion via proficiency scores are provided to the Resident Teacher Program to inform MSDE to move candidate from Residency Certificate to the Standard Professional Certificate (SPC).
PGCRT End of School Year	Receive feedback about	End of year	ePortfolio	Google Drive	Inform Program Inform MSDE

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
survey	the program				
School Climate Surveys	School climate as reported by parents/students /staff in the school	Every two years	PGCPS	found online @pgcps.org	To inform school staff and community
Mentor Site Log Visits	Captures mentor supports provided. Data can be triangulated by <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/ component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentors	OTD Mentor website	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)
PEIP 2.0 Evaluations	Participants growth, interests, concerns	Monthly	PEIP Committee	Committee Co-chairs	To determine future sessions to present, to analyze the current sessions i.e., effectiveness of presenters
ePortfolio Buzz Analytics	Eportfolio requirements	Bi-monthly	ePortfolio Team	Smore online account	Monitor the use of the site and the interest of the ePortfolio Buzz
New Hire List	Teachers new to PGCPS	Ongoing	HR	Distributed by supervisors to mentors	To develop mentor cohorts and designing professional development
New Appt/New Hire List for administrators	Principal and Assistant Principals newly appointed	Ongoing	HR	Online	To provide support to individuals
SMORE PEIP Flyer (newsletter)	These data show the advertising numbers for the PEIP trainings	Monthly	PEIP committee	Colleague	To help advertise and monitor our reach for PEIP
Mentor Teacher Rolling Agenda Plus/Deltas	What we are doing well and what needs improvement	Monthly	OTD	Rolling Agenda	To plan for future meetings
New Teacher Boot Camp Session Feedback	These data would provide participant	Annually	OTD	Google Spreadsheet - NTBC	To evaluate session usefulness and presenter capacity to facilitate and deliver information; determine whether

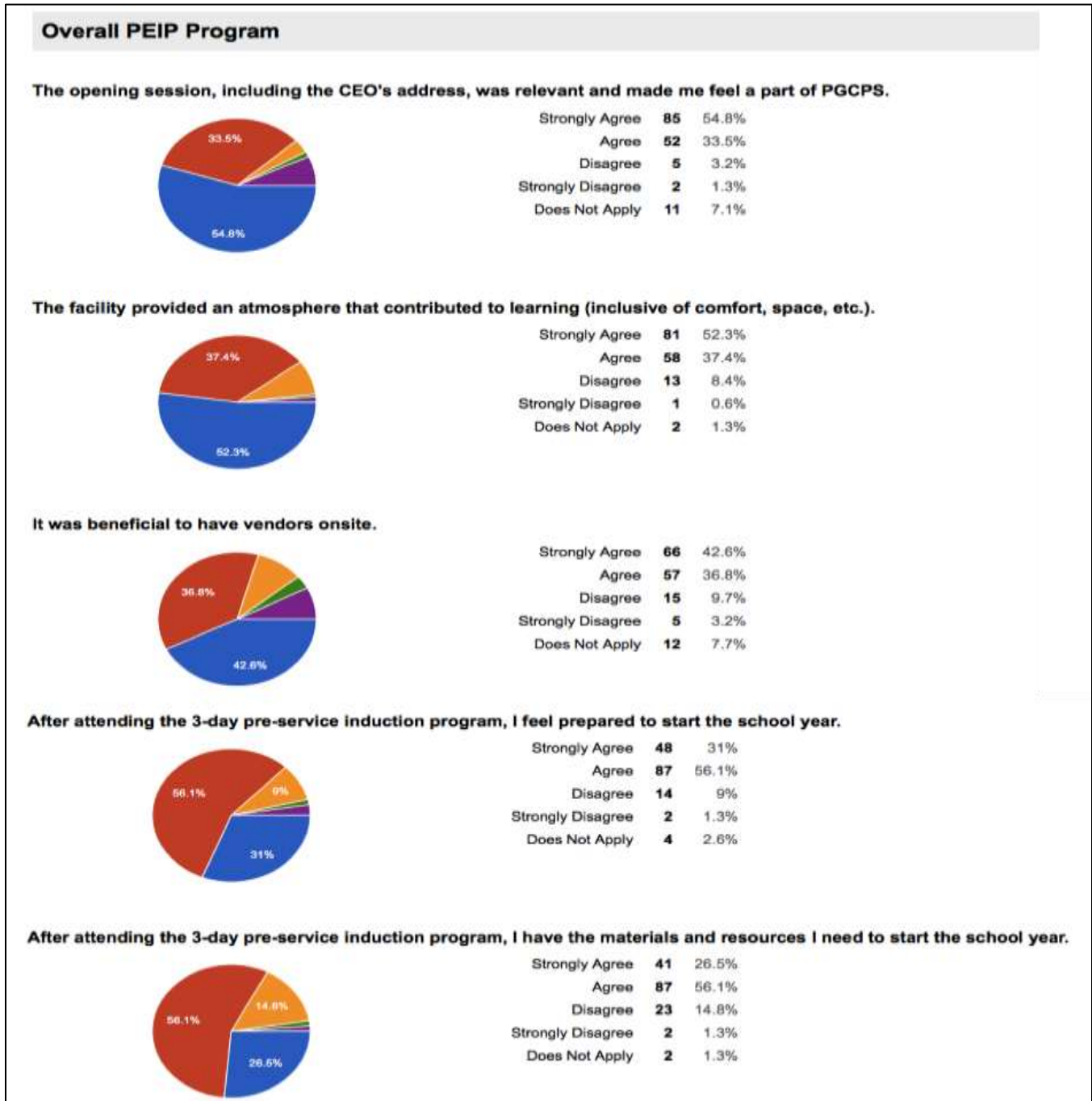
Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
	perspective on the training in which they participate during NTBC			Team Lead	sessions should be presented in the future
End of the Year Mentor/Mentee Survey/Feedback	Guidance on mentor practices for the upcoming year	Annually (end of the year)	Data Team	OTD Mentor website	To establish potential focus areas for training and ongoing support for teachers To identify and analyze areas of weaknesses and strengths for mentor teachers To determine possible professional development needs for mentor teachers to build capacity
SLO Data	Instruction	Each SY	Teacher, admins, OEPE	MyPPS (Teachers), Oracle (Admins)	To provide mentoring advice to mentees
Observations	Professional growth	Continuous throughout the year.	Supervisors	MyPPS	Professional growth and development
FFT Calibration	Improving the observational process	Each SY	OEPE/OTD	MyPPS	For improving the observational process
FFT Prof. Prac Data	Teacher pedagogy	All year	OEPE	MyPPS	For Teacher Support. PD and Evaluation
FFT Stud. Growth Data	Student Growth	May-June	OEPE	Data Warehouse	For Instruction and Evaluation
Teacher Attrition Data	Teacher retention	Ongoing Annually	HR	Oracle	To track losses
Mentor Logs (Support, Retention, Succession)	Captures mentor supports. Data can be triangulated by: <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/ component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentor teachers	OTD Mentor site	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) Determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)
Student	Students answer	Once Annually	Testing	Principal	Data are used as part of the teacher's

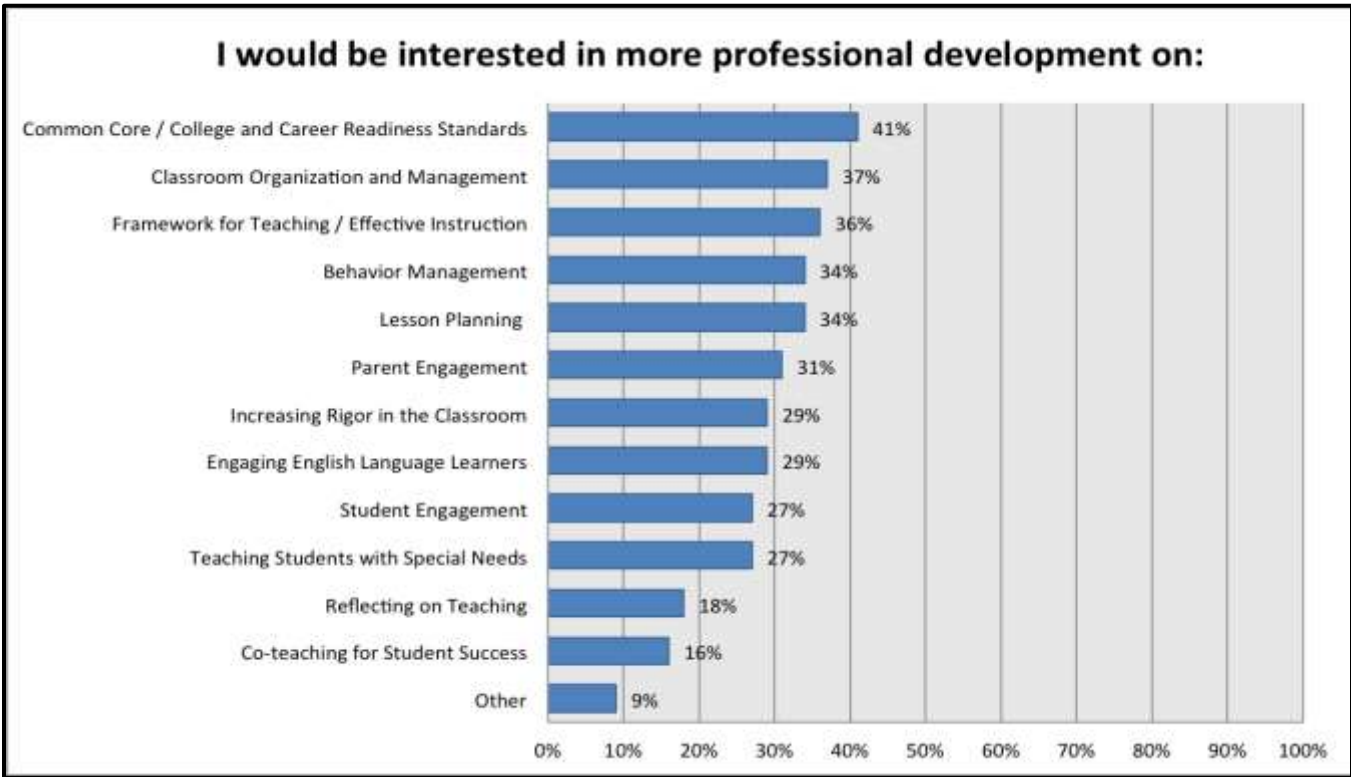
Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
perception surveys	evaluation questions on a teacher		Coordinator		final evaluation.
New Teacher Academy/PEIP Evaluations	Receive participant feedback on the effectiveness of sessions offered during the PEIP Evening sessions	Twice monthly	PEIP Team (OTD)	PEIP Website/data hub	Data are used to make necessary modifications or revisions to current PD sessions offered, assist the PEIP planning team with future sessions/program outlines. To establish potential focus areas for training and ongoing support for teachers
Mentee Feedback Surveys	Receive feedback from teachers receiving mentoring supports. Determine how systemic/mentoring supports have impacted retention or attrition for new hires.	End of the school year	Mentor Teachers	OTD Mentor website	To establish potential focus areas for training and ongoing support for teachers To identify and analyze areas of weaknesses and strengths for mentor teachers Determine possible professional development needs for mentor teachers to build capacity
Mentee Close-out forms	Mentor Teachers	End of the year/end of services		OTD Mentor Site	To identify and prioritize focus areas for training and ongoing support during the school year. Determine focus areas for induction training (New Teacher Bootcamp/New Teacher Academy/PEIP) To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)

Following are snapshots of a few of the aforementioned data sources used to assess program efficacy.

PEIP: Prince George's County Public Schools is committed to developing a high-performing workforce to achieve “across-the-board academic excellence.” The Professional Educator Induction Program (PEIP) is the vehicle through which the district provides high-quality professional development and career growth opportunities to new and non-tenured teachers. PEIP comprises pre-service induction, mentoring, hands on technology training on the various PGCPs data platforms ongoing follow-up induction sessions, and electronic portfolio development. The Office of Talent Development (OTD) is responsible for collaborating with various district departments to design and implement PEIP throughout the year.

PEIP Participant Survey Data

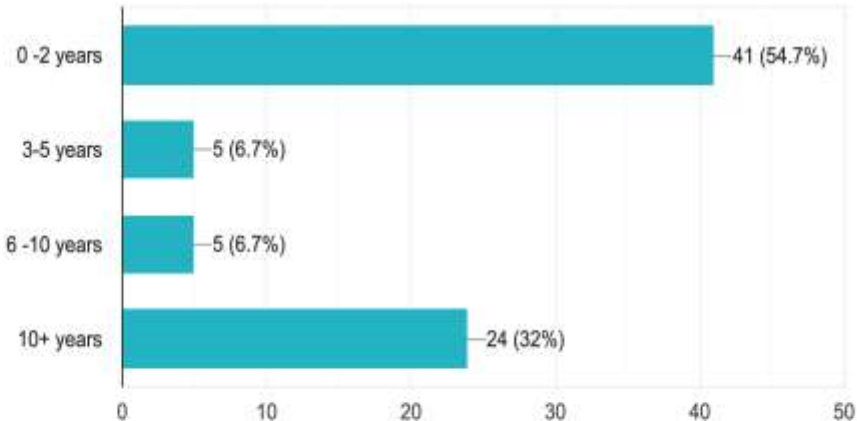




January 2019 PEIP Data: On January 2, 2019, individuals hired after September 1, 2018 and, more importantly, new hires, effective January 1, 2019 were invited to attend a modified version of the larger summer session of PEIP. Participants were welcomed to the county by Office of Talent Development Mentors by modeled opening activities that were applicable for the classroom and by the Prince George’s County Educators’ Association. They also rotated through modules, in groups, which were differentiated based on their experience, on Framework for Teaching, Evaluation Literacy and Classroom Management. Approximately 125 individuals participated.

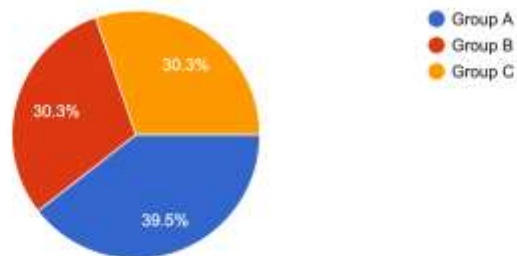
Years of Teaching Experience

75 responses



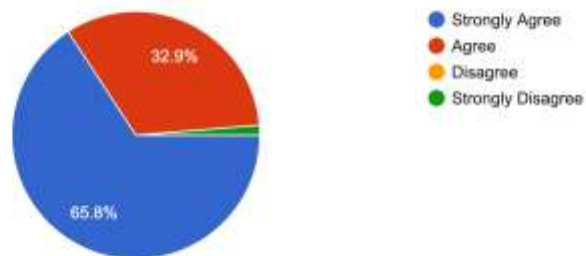
Which session of Classroom Management did you attend today?

76 responses



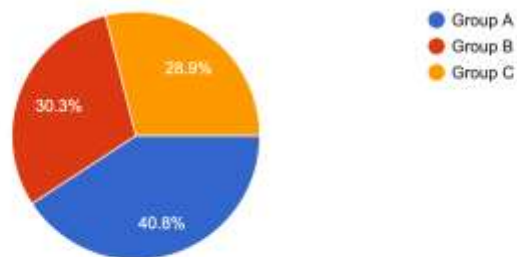
The resources were useful and added to the overall presentation.

76 responses



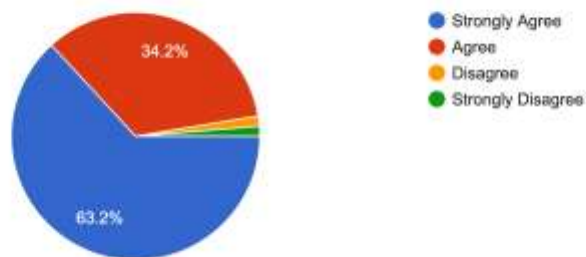
Which session of the Framework for Teaching did you attend today?

76 responses



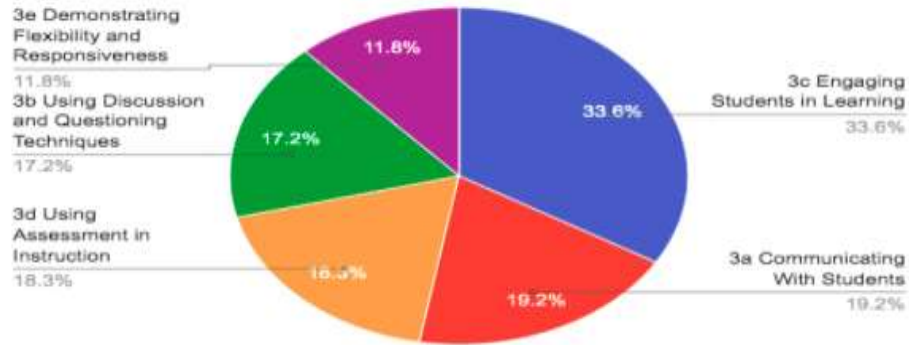
The resources were useful and added to the overall presentation.

76 responses

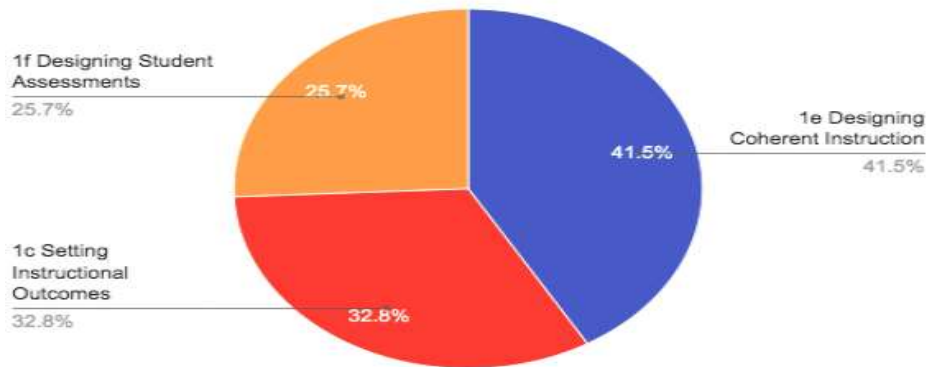


Sample Mentor Log Data

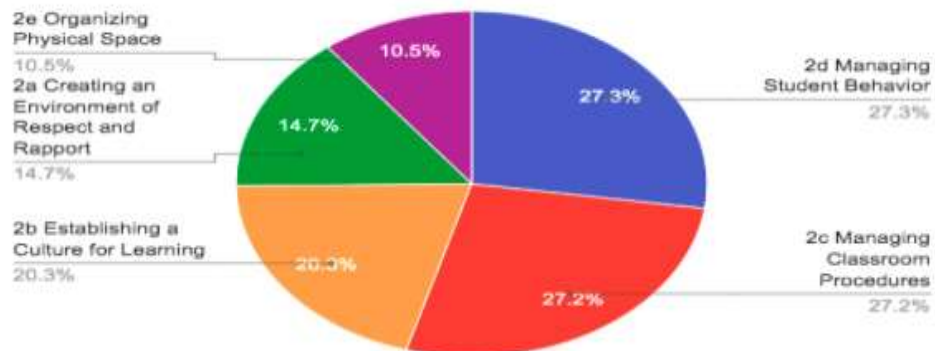
FFT Domain 3: Instruction



FFT Domain 1: Planning and Preparation



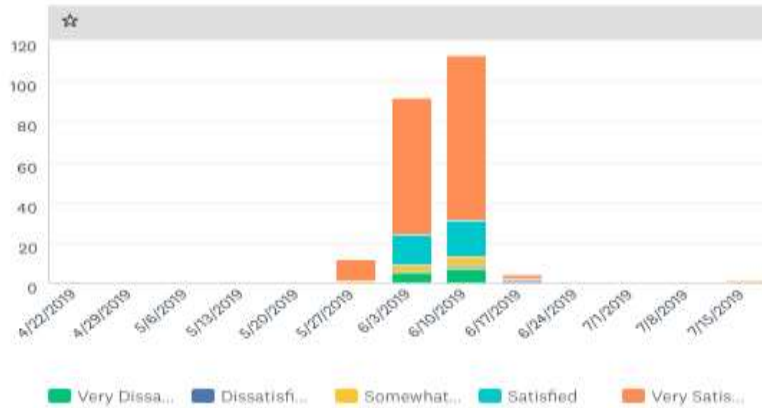
FFT Domain 2: The Classroom Environment



End of the year Mentee Feedback

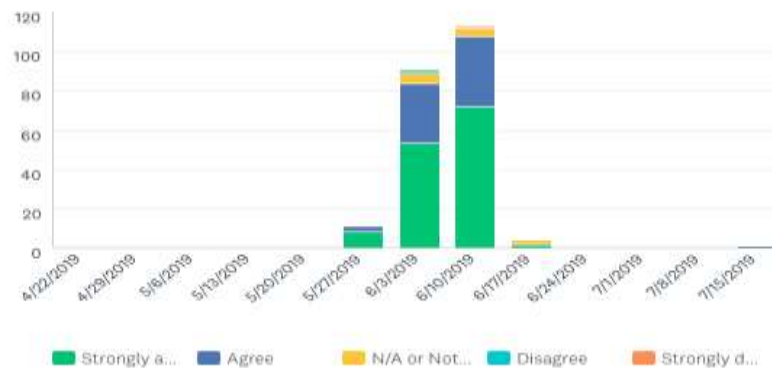
Overall, how satisfied are you with the level of support you received from your mentor teacher?

Answered: 222 Skipped: 0 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



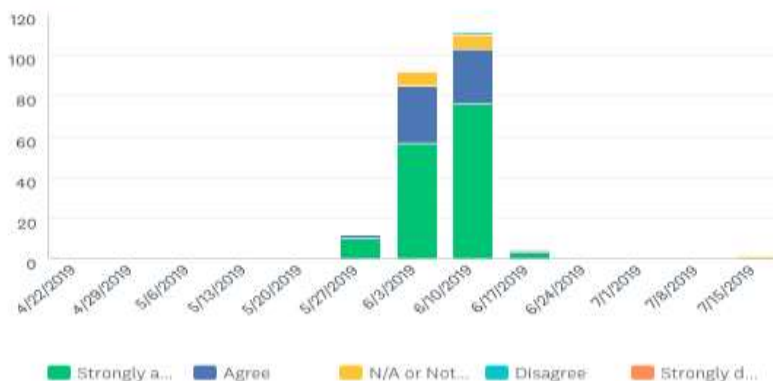
My mentor teacher provided helpful assistance and/or guidance with differentiating instruction to help facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



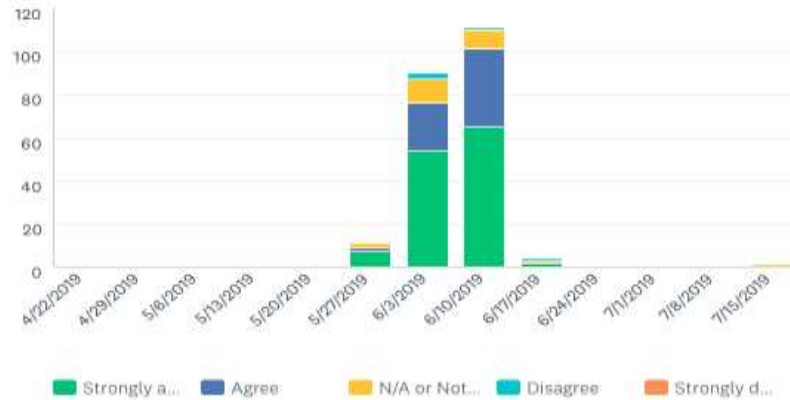
My mentor teacher provided me with helpful assistance and/or guidance with establishing classroom procedures and routines to facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



My mentor teacher provided helpful assistance and/or guidance with developing or using assessments.

Answered: 220 Skipped: 2 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



PGCPS Resident Teacher Program Data: Additionally, OTD systematically collects comprehensive data on the mentoring component of the district's state-approved alternative teacher preparation (ATP) program – i.e. the Prince George's County Resident Teacher Program (PGCRTP). OTD has developed the following process to determine the effectiveness of the mentoring component of PEIP as it relates to alternative certification teacher preparation and supports:

- 1) Soliciting perceptions from new teachers of assigned mentor teachers;
- 2) Soliciting perceptions from mentor teachers of new teacher effectiveness;
- 3) Soliciting perceptions from principals of mentor teacher and new teacher effectiveness;
- 4) Soliciting perceptions from new teachers of the sufficiency and overall quality of the resident teacher program generally;
- 5) Analysis of mentor logs detailing mentor interactions with mentees;
- 6) Synthesis of feedback from the various program participants by program administrators; and ultimately
- 7) Retention rate of non-tenured teacher participants.

The results from the analysis of data collected from these sources are used to determine program effectiveness and to make recommendations for program improvements. Click here Resident Teacher Program Data:

<https://docs.google.com/document/d/1wDXQtOpLSvmlbliswWkvw3Bnb03t8ztoe3oDUGfaBs/edit?usp=sharing>