

Realizing Transformation

Supports and Strategies for
Equity-Based Educational Excellence

School Year 2023-2024



Table of Contents

Overview 2

PGCPS Strategic Plan 3

Alignment to Strategic Plan Goals 4

Approach to Teaching and Learning..... 5

Academics at Work 10

Support & Resources 19

Workforce and Operational Excellence 23



Overview

Maintaining a relentless focus and commitment to providing a distinctive educational experience grounded in equity and cultural responsiveness is at the heart of the PGCPs mission. This mission ensures access by all students to an expansive portfolio of relevant educational opportunities. PGCPs will continue to promote these opportunities of blended learning, creativity, authentic/real-world connections to learning, differentiation and personalizing learning. We will also be more focused on professional development for teachers that demonstrates how to foster these in lessons that blend technology. We seek to inspire learning, develop strong academic skills, cultivate character, leadership and social responsibility.

Foundational to our outcome goal of educational excellence is the strategic imperative of Academic Innovation. PGCPs will transform teaching and learning in non-traditional ways to meet and inspire the needs of a dynamically changing community of learners – continuing to set high expectations and ensuring every student, in every grade, receives rigorous, engaging and relevant instruction that prepares students to be college-, career-, and life-engaged.

We seek to inspire learning, develop strong academic skills, cultivate character, leadership and social responsibility.

Realizing Transformation acknowledges and works to advance the real-life gains in flexibility, self-motivation, and technology skills that many students acquired throughout virtual and hybrid learning. Underpinning all efforts is a constant priority on cultural responsiveness, social well-being and awareness of mental health and wellness.

PGCPS Strategic Plan

As we Realize Transformation for PGCPS, all supports and strategies outlined in this plan are aligned to the goals in the PGCPS 5-year Strategic Plan.



VISION

A culturally responsive district developing distinguished learners, leaders, voices of social justice, and advocates for humanity for the world of today, tomorrow, and beyond.



MISSION

Provide a transformative educational experience anchored by excellence in equity – developing 21st century competencies and enabling each student's unique brilliance to flourish in order to build empowered communities and a more inclusive and just world.



OUTCOME GOALS



Goal #1

Attain **educational excellence** by providing every PGCPS student with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21st century competencies.



Goal #2

Achieve **excellence in equity** within our learning and work environments that demonstrates an inclusive, authentic, and culturally responsive community that attracts, supports, develops, retains, and celebrates a diverse masterpiece of students, families, and educational professionals.



Goal #3

Realize **workforce and operational excellence** by harnessing the power of organization learning for improved creativity, enriched collaboration, systemic knowledge sharing, and operational efficiency.



Goal #4

Increase awareness of mental health and wellness linkages to learning by eliminating stigmas, increasing access to supports, and decreasing the number of avoidable adverse educational outcomes.



EQUITY-BASED CRITICAL SUCCESS INDICATORS

STRATEGIC IMPERATIVES

Academic Innovation

- Align academic standards, expectations, content, and assessments
- Ensure equitable access to curricular, co-curricular, and extracurricular opportunities
- Explore instructional models & improve capacity to teach EL and SPED students
- Re-examine Academic & Behavioral Performance policies

Transformational Workforce

- Re-imagine Leadership Development and Succession Planning for all employees
- Define & reinforce "transformational habits of work"
- Embrace non-traditional Recruitment, Onboarding, & Retention practices
- Continuously strengthen teacher content knowledge and pedagogical skills

Organizational Learning Culture

- Become a Learning Organization
- Institutionalize Excellence in Equity
- Prioritize Implementation of Systemic Learning initiatives

Safe & Supportive Environments

- Cultivate a systemic culture of CARE (Collective Accountability, Responsibility, and Excellence)
- Expand PGCPS' Community Schools model
- Brand and promote access to PGCPS Mental Health & Wellness Supports

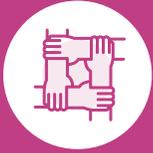
Infrastructure & Operational Enhancement

- Advance learning through technology (synchronous, asynchronous)
- Innovative physical learning and work environments
- Integrate Universal Data Access Tools
- Exercise structured Performance Management

5-yr. Strategy Portfolio
(subject to annual prioritization)

EQUITY & CULTURAL RESPONSIVENESS

Alignment to Strategic Plan Goals

GOAL 1	GOAL 2	GOAL 3	GOAL 4
 <p>Educational Excellence</p>	 <p>Excellence in Equity</p>	 <p>Workforce and Operational Excellence</p>	 <p>Increased Awareness of Mental Health and Wellness Linkages to Learning</p>
Data Informed Instruction	Early Childhood Education	Professional Learning Opportunities	Mental Health Services
Instructional Framework	Summer Learning Opportunities	Student, Parent and Community Partner Learning Tips	Social-Emotional Learning
Tutoring Opportunities	Digital Tools	Literacy Plan 2.0	
Student Learner Profile	CTE: Learning by Doing	ELD Strategic Plan	
Culturally Responsive Curriculum Design	Community Schools	Special Education Strategic Plan	
Enhanced Literacy Instruction	Innovation		
Systemic Mathematics Focus			
The Arts Work!			



Approach to Teaching and Learning

APPROACH TO TEACHING AND LEARNING



Strategies/Activities

Realizing Transformation

Data Informed Instruction

Data Informed Instruction is the essential practice of using student data to drive instructional decision making. The Data Informed Instruction recursive process explicitly defines and provides steps for targeting and differentiating instruction grounded in evidence. Acknowledging and addressing that students need multiple exposures and opportunities for learning allows teachers to strategically focus instructional practices in differentiated and personalized ways.

As we Realize Transformation for our students, in each course there are built in opportunities in the curriculum for teachers to effectively address gaps in student performance through revisiting, reviewing, re-engaging, and revising of instruction.

- **Revisit:** Routinely revisit (spiral) concepts/skills throughout the day, week, and quarter.
- **Review:** Review clarifying language and academic vocabulary, illuminate the meaning behind the concepts and skills, and make the learning relevant by demonstrating applications.
- **Re-engage:** Consists of another teaching round, in which the teacher differentiates the initial lesson and re-teaches the concepts and skills with an entirely different approach.
- **Revise:** Promote opportunities for teacher conferencing, peer review, and personal self-correction.

Instructional Framework

The PGCPSS Instructional Framework provides the blueprint for learning experiences for all students, PreK through Grade 12. The Framework defines expectations for instruction and provides a foundation for consistency in planning and implementation of evidence-based practices in all grade levels, classrooms, and content areas.

The Instructional Framework expands the work of Realizing Transformation for all students by showing educators how to plan, instruct, and assess in the most efficient and effective ways. The Framework defines best practices in development of culture and community, curriculum, student-centered learning experiences, and the use of assessment and reflection. By outlining clear expectations for instruction in PGCPSS for all students and providing teachers with actionable ways to impact student achievement, the Framework makes the goal of equity across the district transparent for all stakeholders.

Strategies/Activities

Realizing Transformation

Literacy Plan 2.0

The Literacy Plan 2.0 reinforces PGCPs' commitment to the Emphasize Rigorous Literacy Plan, originally implemented in the fall of 2015. The work of the Literacy Plan 2.0 is still grounded in the ability to read, write, and reason across content areas; however, the need for students to be grounded in digital literacy and higher-order critical thinking skills has become evident in a world relying on learning, working, and succeeding in an online environment. This updated plan adds new standards for digital literacy across all grade levels. The district is also in the process of developing a Comprehensive Literacy Plan to align with the requirements in the Maryland Blueprint. The Literacy Plan 2.0 and Comprehensive Literacy Plan will work together to detail our PGCPs Literacy Initiatives.

The Literacy Plan 2.0 is aligned to the Instructional Framework and Student Learner profile to ensure that teachers are preparing students with 21st century literacy skills. Strategies in each of the areas below are outlined for each grade-level band:

- Reading, Writing, Speaking and Listening Skills
- Critical Thinking and Reasoning
- Digital and Technology Skills

Student Learner Profile

Prince George's County Public Schools' Student Learner Profile describes the attributes and skills that will prepare all students to thrive in a dynamic, complex, global community. As PGCPs students progress throughout their journey, they will develop the skill and strategies to become global citizens, communicators, critical thinkers, creators and innovators, and goal-directed learners; they work to fulfill their own potential. These attributes are as important for our students as their learning of core academic content to ensure they are ready for their futures.

Central to the work of Realizing Transformation for all students is having a common definition of the attributes and skills essential for students to develop during their PreK-12 educational experience. The Student Learner Profile defines the qualities we want in exceptional students and citizens of the future. It also anchors the work of all stakeholders with an equity-centered approach that seeks to ensure purposeful and specific development for all learners. The Student Learner Profile also uniquely reminds us of the skills and character attributes that many students have adopted and adapted over their time in distance and hybrid learning.

Strategies/Activities

Realizing Transformation

Culturally Responsive Curriculum Design

Prince George's County Public Schools has updated all curricula with a lens on culturally responsive pedagogy. The essence of culturally responsive pedagogy is the use of cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them (Gay, 2000). In addition, acknowledging that the pandemic had wide-spanning impacts on students, curricula must be centered on a diagnostic-prescriptive approach that supports teachers with strategies to differentiate for all students.

Continue professional development for all Division of Academics staff with a focus on developing a community of learners and a learning environment (Hammond, 2013) within all classes in the district. Updated curricula will focus on:

- creating a secure learning environment that promotes intellectual and social safety;
- emphasizing the importance of student voice and agency;
- building a classroom culture that embraces communal talk and task structures;
- utilizing classroom rituals and routines to foster a culture of learning; and,
- utilizing Professional School Counselors to incorporate principles of restorative justice to effectively manage conflicts and redirect negative behavior, focusing on healing, understanding, and building stronger relationships within the learning community.

English Language Development (ELD) (formerly ESOL) Strategic Plan

There are over 30,000 Multilingual Learners (MLs) (formerly English Learners) from 104 countries who speak 107 different languages and attend every school in Prince George's County Public Schools. In order to meet the educational needs of our MLs, we must continue to build an environment of collaboration and accountability that ensures we provide high-quality instructional programs, rich professional development for staff, and support for families of MLs. The strategic plan outlines the strategies our district will use to increase the capacity of teachers and staff in helping MLs realize their potential.

A five-year strategic plan was developed to focus on the needs of the fastest-growing population of students in the district, Multilingual Learners (MLs). The English Language Development (ELD) strategies plan has four focus areas, where it aims to:

- Increase the capacity of district staff to support MLs;
- Increase academic achievement of MLs by redesigning and enhancing current ELD programs;
- Increase family and community engagement of English Learners; and
- Increase ELD (ESOL)-certified staff within the district.

Strategies/Activities

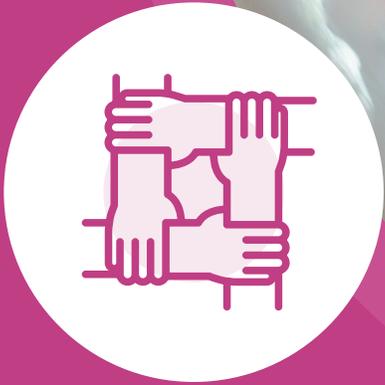
Realizing Transformation

Special Education Strategic Plan

A four-year strategic plan was developed in 2019 to provide accountability, direction and expectations for PGCPSS to improve academic achievement for students with disabilities. The plan focuses on three goal areas, to include enhancing the delivery of special education services, implementing an integrated system of general supervision monitoring of the implementation of Individualized Education Program (IEP) and focusing on professional learning and coaching to support the implementation of evidence-based practices and specially designed instruction.

The strategic plan represents a systematic approach to improve academic outcomes for over 17,000 students with disabilities. The plan will:

- Implement a tiered system of support framework for PGCPSS CSI schools based on established data metrics that provides a CSI schools with customized differentiated support that varies in intensity and frequency.
- Train school teams on the implementation of evidence-based K-5 mathematics strategies in classrooms students with disabilities to access to the general education curriculum.
- Pilot a monitoring system to evaluate the quality of service delivery models and programs for autism, social-emotional, and specific learning disabilities.



Academics at Work

Strategies/Activities

Realizing Transformation

Early Childhood Education

Early Childhood has adopted a project-based interdisciplinary prekindergarten curriculum. Developed through funding from the National Science Foundation, it integrates research-validated teaching methodologies from early childhood experts in mathematics, science, literacy, and social-emotional learning. Using research-based and classroom-tested foundations in literacy, science, social-emotional, and mathematics learning, the prekindergarten curriculum weaves together all four domains to ensure that each subject is addressed meaningfully and comprehensively with each child.

In order to strengthen teacher pedagogy, the Early Childhood Office is offering a menu of ongoing, actionable, and convenient professional development opportunities to support individual teacher needs and understanding of content. We will:

- Conduct quarterly trainings to address the content strategies for the Kindergarten Readiness Assessment
- Develop and refine strategies to address our ELL and Special Education Students
- Support classroom teachers with collaborative planning for the PreKindergarten Classroom
- Train on using software (Hatch and Mathshelf) to support interventions in reading and mathematics

Elementary Reading English Language Arts

In response to Maryland Senate Bill 734, PGCPSS has implemented a universal reading and dyslexia screener to assess all students K-3. The mClass with Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 8th edition, measures foundational early literacy skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students who are identified as at-risk participate in the Lexia intervention for additional support in core skills.

A comprehensive revamp of the Early Literacy Curriculum in PGCPSS is grounded in the Science of Reading (SOR). The transition from Balanced Literacy instruction to SOR draws from a body of evidence from the fields of cognitive psychology, educational psychology, neuroscience, and linguistics about how people learn to read. In addition, SOR shows that reading and writing do not come naturally, but rather building a reading brain requires explicit, systematic, and cumulative instruction in key literacy components.

In SY24 and beyond, the Elementary RELA Office will:

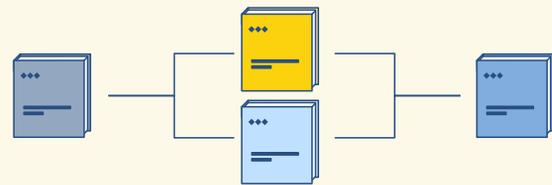
- Monitor at-risk student progress on Lexia intervention
- Embed SOR Practices into District Comprehensive Literacy Plan
- Provide a Science of Reading series of professional development to K-3 teachers
- Develop and offer SOR sessions for families in collaboration with Parent Engagement Assistants (PEAs) Community Schools and Family Engagement Office that are scheduled for parent leaders

Elementary Reading English Language Arts (cont.)

Balanced Literacy vs Structured Literacy



Balanced Literacy is a theory-based approach that focuses on exposure to texts and the behaviors of a reader or writer as a method for students to learn to read.



Structured Literacy is the application of knowledge from the **science of reading** which teaches children to read in an evidence-based and systematic way. It is explicit teaching that focuses on phonological awareness (sounds), word recognition, phonics, decoding, spelling, and syntax at the sentence and paragraph level.

- Inconsistent approach to phonemic awareness instruction
- Phonics skills are taught based on words used in the anthology selection and do not necessarily build on previously taught skills.
- Instruction may include isolated kinesthetic activities.
- Rote memorization of high-frequency words
- Read leveled text during guided reading small group instruction where students learn to ask themselves what word would sound right, look right, and make sense in context (cueing system).
- Greater focus on the meaning of the text rather than the accuracy of what is read
- "Students get better at reading by reading."
- "The point of reading instruction is to get children to love reading."

- Explicit, systematic, sequential instruction in phonemic awareness
- Phonics is taught through explicit, systematic, sequential instruction which includes a review and repetition cycle.
- A multisensory approach is used so students hear, see, touch, and move while learning foundational skills.
- High-frequency words are taught according to their phonics patterns; irregular words are taught explicitly.
- Read decodable texts that include already-learned phonics patterns during whole group and small group instruction where students practice decoding.
- Misread words are corrected; the focus is on sounding them out
- "Students get better at reading by learning and practicing the code."
- "The point of reading instruction is to teach children to read."

Adapted from Geiger, M.Ed., Anna. "What is the difference between balanced and structured literacy?" *The Measured Mom*, 2021, <https://www.themeasuredmom.com/what-is-the-difference-between-balanced-and-structured-literacy/>. Accessed 27 April 2023.

Elementary Reading English Language Arts (cont.)

Structured Literacy Approach through the Science of Reading

The science of reading is based on the five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. All pillars are addressed in the PGCPSS K-5 Curriculum Instructional Maps through the use of both high-quality textbooks and foundational skills/word study resources. Lessons consist of teacher modeling with gradual release of responsibility and a high level of student-teacher interaction with corrective feedback as needed.

Instructional Foci Areas		
Science of Reading Component	WHAT	WHY
<p>PHONOLOGICAL AWARENESS Understanding and usage of the sound system of language applied to reading and spelling</p>	<ul style="list-style-type: none"> Auditory instruction without any visual support, including: <ul style="list-style-type: none"> recognizing rhyme phoneme (sound) isolation phoneme (sound) categorization oral blending oral segmentation phonemic manipulation (addition, deletion, substitution) Embedded in Really Great Reading (<i>RGR Countdown</i>) 	<ul style="list-style-type: none"> Phonological Awareness is the foundation of all reading and writing. Allows students to understand that words are made up of discrete sounds Creates a bridge to sound/spelling correspondence Research suggests that strong phonological awareness is a predictor of a student's later reading and writing abilities.
<p>EXPLICIT AND SYSTEMATIC PHONICS an instructional method that directly addresses phonics skills</p>	<ul style="list-style-type: none"> Follows a sequential scope and sequence that is a continuum of skill complexity Skills are directly stated. Includes the initial introduction of phonics skills Includes review and repetition Uses decodable text to practice and apply phonics and foundational skills Resources <ul style="list-style-type: none"> <i>Really Great Reading (Countdown, Blast, HD Word)</i> <i>Benchmark Phonics and Word Study</i> units 	<ul style="list-style-type: none"> Ensures that all students receive instruction on the 44 sounds and how they are used in the English language in order to achieve mastery Improves students' ability to read a text independently with fluency, accuracy, and comprehension Increases students' ability to record the sounds in words (encode) to approximate the correct spelling of words in their writing Builds word curiosity and increased talk about words that, leads to active and improved word learning

Multisensory Practice **Students reading decodable passages or texts**

Closed Sort				
u, ur	ee	aw	u	Short u
hug	argue	few	menu	crunch
cube	due	new	music	strumming
purchase	reuse	weaver	spoke	quarter
refuse			unit	unlike

Word Sorts/ Multimodality: use of manipulatives

Elementary Reading English Language Arts (cont.)

<p>HANDWRITING Appropriate formation of the print manuscript and cursive</p>	<ul style="list-style-type: none"> Teaches letter formation, spacing, proper grip, and posture Reinforced through a variety of applications includes: <ul style="list-style-type: none"> modeling of correct letter formation opportunities for students to practice and receive feedback within authentic situations 	<ul style="list-style-type: none"> Increases students' writing fluency and automaticity <ul style="list-style-type: none"> Allows students to communicate effectively in writing so others can read what they wrote
<p>VOCABULARY Expands a student's oral and written word knowledge</p>	<ul style="list-style-type: none"> Explicit instruction of academic vocabulary Teaches strategies for students to figure out the meaning of unknown words using context clues, dictionaries, glossaries, and word parts Effective instructional activities should require students to think about and use words in a variety of ways. 	<ul style="list-style-type: none"> Increases students' oral and written language development and comprehension
<p>BUILDING KNOWLEDGE and VOCABULARY Opportunities in Benchmark Advance for students to develop knowledge and vocabulary around a Science, Social Studies, or Language Arts topic</p>	<ul style="list-style-type: none"> Introduces the essential question and explicitly teaches the Build Knowledge Vocabulary Leads to enduring understandings Teachers and students co-construct a knowledge blueprint during the unit to reflect new learning and vocabulary. 	<ul style="list-style-type: none"> Activates prior knowledge Increases students' abilities to make connections and comprehend text Allows teachers to informally pre-assess students' understandings of concepts
<p>READING LESSONS A structure which allows students to engage in authentic reading experiences</p>	<ul style="list-style-type: none"> Uses short, targeted mini-lessons to model strategies and skills explicitly Opportunity for guided practice Engages teachers and students in collaborative discussions Can be a first read of the text to get the gist and apply strategies Can be a close read for a specific purpose <ul style="list-style-type: none"> students and teachers generate questions for close reading focuses on vocabulary acquisition and use, key ideas and details, craft and structure, and integration of knowledge and ideas 	<ul style="list-style-type: none"> Builds a common language about reading Supports increased comprehension of text Teaches students how to use reading comprehension strategies effectively Clears up student misconceptions about the text Facilitates deeper analysis of the text
<p>COLLABORATIVE CONVERSATIONS Conversation with peers in pairs, in small groups, or whole group</p>	<ul style="list-style-type: none"> Engages students in dialogic conversation <ul style="list-style-type: none"> Students build on each others' ideas Conducted in a variety of formats (i.e. turn and talk, maitre' d, talking chips) 	<ul style="list-style-type: none"> Support students' thinking about topics and texts Builds listening skills and oral language Encourages the use of reasoning to construct and support ideas Provides time for students to express ideas orally before writing
<p>WRITING LESSONS A method of instruction in which teachers coach students through writing</p>	<ul style="list-style-type: none"> Follows a predictable structure including: <ul style="list-style-type: none"> mini-lesson on single skill/ strategy independent writing time share offers opportunities for teachers to confer with students 	<ul style="list-style-type: none"> Builds students' independence to write authentic pieces for a variety of audiences Provides models of strong writing through mentor text and teacher's writing Teaches students how to write narrative, opinion, and informative/explanatory pieces Reinforces conventions of standard English
<p>GRAMMAR Correct use of language and conventions</p>	<ul style="list-style-type: none"> Explicit instruction of standard English conventions in writing and speaking <ul style="list-style-type: none"> usage capitalization punctuation spelling 	<ul style="list-style-type: none"> Helps students understand how to make writing clear, interesting, and precise Allows students to communicate ideas clearly



Strategies/Activities

Systemic Mathematics Focus

Mathematics Instruction, PreK-12, has embedded research-based aligned, coherent resources and supports to accelerate grade-level learning and address prerequisite skills. All students will have the opportunity to participate in rigorous mathematical tasks, teachers will receive extensive professional development, and school administrators and central office staff will continuously ensure use of the prescribed curriculum and digital tools, and assess pacing.

Realizing Transformation

Through shared accountability, school and central office staff will implement improvement science principles (PDSA) to organize and provide streamlined support and resources to schools in order to improve student learning outcomes for students in mathematics. During School Year 2023- 2024, there will be an increased focus on supporting Multilingual Learners and students in Special Education, with attention in following areas:

School/Classroom Culture and Efficacy

Create and foster a belief system in your building that all students can learn and do mathematics.

- Ensure that during the Pre-Service week and in all communications leading up to the start of school, all stakeholders understand that mathematics will be the area of focus during the 2023-2024 school year.
- Present to teachers regarding growth mindset expectations, SPP, the use of the Coherence Framework, and the instructional framework.
- Discuss the why around mathematics with all school staff and students.
- Ensure that data informs instructional practice and that all mathematics conversations are rooted in data.
- Create a mathematically rich school environment that demonstrates evidence that mathematics is a priority (classrooms, hallways, etc.)
- Create a master schedule inclusive of content collaborative planning time.
- Ensure all math teachers implement the “First Five” lessons at the beginning of the school year to establish a classroom culture in which mathematical thinking is valued, visible, and actively promoted.
- Provide time for the Math ILT and/or TC to coach math teachers with building classroom culture and efficacy.

Multilingual Learners:

- ELD/ESOL and classroom teachers should be familiar with multilingual learners’ English language and domain-specific proficiency levels (Listening, Speaking, Reading, and Writing) to plan accordingly.
- Identify students’ cultural and linguistic backgrounds and experience with mathematics.

Realizing Transformation

Systemic Mathematics Focus (cont.)

Students with Disabilities

- Build an understanding of how a student’s disability may impact student learning and processing of mathematical concepts.
- Encourage teachers to focus on what students can do and then leverage those strengths to build resilience, a growth mindset, and increase self-esteem and self-efficacy.
- Ensure teachers know and understand the Individualized Education Program (IEP) components (i.e., goals, accommodations, supplementary aids, and services) that impact a student’s mathematics learning.

SPP Focus

All school plans will include a math goal related to student achievement growth.

Multilingual Learners

- Add a math goal to their SPP plan based on current math data.
- Develop explicit strategies that can be examined, measured, and monitored.
- Provide constructive feedback along the way to teachers around the strategies listed in the plan.
- Provide time for the Math ILT and/or TC to support the planning.
- Ensure that SPP goals incorporate the use of the Key ELD Strategies ([ESOL 7 Key Strategies](#)).

Students with Disabilities

- Ensure the SPP goals incorporate the use of High Leverage Practices.

Collaborative Planning

Each school should establish a time to meet with Math teams around the “4” focus areas listed in the Collaborative Planning document.

- Designate an administrator to your math collaborative planning teams to focus on the following:
 - Data Inquiry Process
 - Examining Student Work
 - Lesson Planning
 - Study Groups
- Tie in learning from the collaborative planning process to informal observations
- Utilize rolling agendas for collaborative planning to memorialize the conversations, planning, actions, and next steps.
- Provide time for the Math ILT and/or TC to plan and facilitate collaborative planning and implement coaching in the classroom with individual math teachers.
- Ensure that all Math Collaborative planning incorporates the Key ELD Strategies and the Secondary Mathematics Academic Language Toolkit (Middle and High School).
- Review ML accommodations and discuss considerations for implementation.

Multilingual Learners

- Ensure that all Math Collaborative planning incorporates the Key ELD Strategies and the Secondary Mathematics Academic Language Toolkit (Middle and High School).
- Review ML accommodations and discuss considerations for implementation.

Students with Disabilities

- Ensure special education teachers’ schedules allow for them to attend and participate in collaborative planning.
- Refer to and use the [Special Education Instructional Planning Considerations](#) document during collaborative planning.
- Refer to and use the [Accommodations/Supplementary Aids Matrix](#) when planning.

Realizing Transformation

Systemic Mathematics Focus (cont.)

Daily Math Instruction

Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Daily lessons encompass high-leverage routines that help students understand and make connections between concepts and procedures. Classroom structure focuses on independent, group, and whole-class instruction to build mathematical understanding and fluency for all students. Mathematics lesson designs align with the Five Es constructivist learning cycle: Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.



Student-Centered Approach: Math instruction is designed with the students' needs, interests, and learning styles at the forefront. Lessons are tailored to accommodate diverse learners, ensuring that each student can engage meaningfully with the material. Teachers actively encourage student participation and collaboration, allowing for peer-to-peer learning and discussions.



Focus on Making Meaning: The emphasis in math instruction is not just on memorizing formulas and procedures but on fostering a deep understanding of mathematical concepts. Teachers encourage students to explore and discover mathematical ideas, allowing them to construct their knowledge actively. They use real-life applications and problem-solving scenarios to illustrate the relevance and practicality of mathematical concepts, making learning more meaningful and engaging.



Equity of Access for All Learners: We place a strong emphasis on equity in math instruction, ensuring that all students have equal access to quality learning experiences. Special attention is given to addressing the needs of students from diverse backgrounds, including those with different learning abilities or language proficiency levels. Teachers use differentiated instruction techniques to cater to individual learning needs, and they actively work to create an inclusive learning environment that promotes diversity and equal opportunities for all learners.



Technology Integration: Teachers leverage digital tools to enhance learning experiences, provide interactive activities, and offer personalized feedback. The integration of technology also allows for adaptive learning, where students can progress at their own pace, further supporting equity and differentiated instruction.



Formative Assessment Strategies: Mathematics instruction includes frequent formative assessments to gauge students' understanding and progress. These assessments are not solely based on standardized tests but encompass a variety of methods, such as discussions, problem-solving tasks, and projects. Formative assessments help teachers identify areas where students may be struggling and adjust instruction accordingly to support their learning needs effectively.

Strategies/Activities

Realizing Transformation

The Arts Work!

The Department of Creative and Performing Arts prepares students to successfully navigate real-world college and career experiences, as well as helps students achieve 21st century competency. Each content area (Dance, Instrumental Music, Media Arts, Theatre, Visual Art, Vocal/General Music) provides opportunities for mastery of an evidence-based recipe for success - the Four Cs - creativity, collaboration, critical thinking, and communication.

The Arts teams purposefully integrate digital technologies into curriculum and instruction while continuing to provide multiple pathways for students to be innovative and transformative in their learning. Through the arts, students receive opportunities to learn, create, and thrive, while discovering who they are and how their creative passion impacts a global society.

To move forward in Realizing Transformation, the Department of Creative and Performing Arts will:

- Facilitate and host an annual College and Career Readiness Fair that will provide opportunities for students to practice for “real world” auditions and interviews, as well as meet industry professionals and college recruiters, participate in masterclasses, and work on building their resumes.
- Enhance the opportunities for students to demonstrate their learning, showcase their creativity, collaborate with their peers, as well as showcase critical thinking and communication skills.
- Stay culturally and industry relevant by ensuring that opportunities for students to engage with music, dance, visual art, theatre, and media tools digitally are embedded naturally.

Career and Technical Education: Learning By Doing

Career and Technical Education (CTE) pairs academic knowledge with technical skills to prepare students for in-demand, high-skilled, and high-wage jobs. CTE programs of study provide the opportunity for students to earn industry-recognized certificates, acquire college credit, and gain work experience.

As we move forward, teachers and students will continue to have access to online content aligned to Maryland CTE Career Clusters and Programs. Students in CTE programs will not only have hands on opportunities to engage with content, but they will participate in virtual labs, simulations, and interactive learning experiences that will expand their opportunities for employment, through their engagement in 21st century skills! CTE now provides students with individualized tools/devices to expand safety protocols and enhance their engagement in the classroom.

- By conducting quarterly Program Audits, CTE is able to ensure all programs are being implemented with fidelity.
- Through a robust Marketing, Recruitment and Engagement Plan, CTE is able to promote, advocate, and highlight the benefits of participating in a CTE program.
- To ensure Industry Recognized Credential (IRC) attainment for all students, CTE facilitates TSA Bootcamps designed to increase assessment literacy and enhanced test taking skills.
- Interactive Academic Resources are provided to students for their technical development and industry readiness/workforce preparation.
- To remain in alignment with the Blueprint Legislation, CTE has redesigned various outreach strategies and incorporated more interactive methods of engaging students, families, and stakeholders.



Support & Resources

Strategies/Activities

Community Schools

Prince George's County Public Schools' Community Schools initiative is a national blueprint which provides equitable access to integrated support and services that promote academic, economic and social empowerment for schools and their communities. Community Schools provide meaningful and ongoing engagement of families and community members. During the pandemic, our schools have been able to continue and grow these partnerships ensuring that students gain a solid foundation as well as advanced knowledge and skills.

Realizing Transformation

The Office of Community Schools has partnered with Ready4K to expand their connections with parents and the community. Ready4K is an evidenced-based family engagement curriculum that is delivered via text messages. Each week, parents and caregivers in our schools will receive fun facts and easy tips on how to promote their children's development by building on existing family routines – like pointing out letters on the cereal box at breakfast, counting the number of steps as you walk to the car or bus, or making feeling faces in the mirror after you brush your teeth.

Tutoring Opportunities K-12

Tutoring is one of the best ways to bridge any learning loss or gap. Studies consistently find that tutoring often yields large, positive impacts on reading and mathematics achievement. It can also lead to greater social and motivational outcomes. In that light, PGCPS is offering a wide array of one-to-one and small group tutoring opportunities for all students in a variety of content areas.

In School Year 2023–2024, Prince George's County Public Schools is offering a variety of free tutoring opportunities for all students. These opportunities include:

- Prince George's County Memorial Library System's synchronous bilingual tutoring
- Small group and on-demand individual math tutoring from teachers
- Access to tutoring 24/7 through TutorMe

Strategies/Activities

Realizing Transformation

Academic Innovation

Prince George's County Public Schools' Division of Academics is situated to promote and propel academic innovation by creating a lab space that will serve as an incubator. Removing barriers for learning requires innovation that is reliant upon an organization dedicated to discovery and implementation. The Innovation Lab will review and pilot strategies and products that will amplify great instructional practice.

We are committed to fostering a culture of innovation and continuous improvement in education. The Innovation Lab aims to put back the "cool in school" by serving as a catalyst for instructional advancements to inspire PGCPs learners. The purpose of the Innovation Lab is to:

- Bring together key stakeholders quarterly to explore and collaborate about innovative tools and practices.
- Pilot academic strategies by semester that will support schools in fostering the Creator in all PGCPs students.

PGCPs has adopted Canvas as the primary Learning Management System (LMS) across our district. The Division of Academics uses the LMS to streamline access to curriculum and instructional resources creating a one stop shop for stakeholders and an opportunity for educators to differentiate instructional resources for students in a blended instructional space.

Well designed Canvas courses promote organization of learning tools which allow students to focus their cognitive energy on learning of content. The utilization of Canvas can cultivate meaningful connections and community beyond the physical classroom.

- Utilizing monthly professional development, middle and high school teachers will learn how to use Canvas to share feedback and students submit assignments via multi modal options.
- Utilizing monthly professional learning options for data analytics, administrators will learn how to leverage Canvas tools to foster reflective learning practices.

The Division of Academics will launch an inaugural pilot cohort of the Modern Classroom in Prince George's County Public Schools. The pilot program is designed to empower innovative educators to use a blended, self-paced, mastery-based learning approach to meet every student's needs. In a Modern Classroom, students learn at their own pace, with teacher guidance and support to progress to mastery. This is a reimagined teaching strategy with the potential to engage, empower and enhance teaching and learning.

The PGCPs | Modern Classroom pilot promotes the courage to challenge the status quo associated with pedagogy. The cohort will support teachers in creating a teaching model that will support innovation by:

- Demonstrating the usage of the framework and mentorship to create mastery learning for personalized student learning.
- Providing monthly reflections focused on removing learning barriers to support student achievement.

Strategies/Activities

Realizing Transformation

Summer Learning Opportunities

Prince George's County Public Schools (PGCPS) Summer Learning Programs offered opportunities for acceleration, enrichment, intervention, credit recovery, or original credit. These programs were offered at no cost, either in-person, virtually, or hybrid.

The expanded summer school options reimagine learning by not only providing maintenance of skills, but also giving students a chance to address any learning gaps that occurred from interrupted instruction and/or jump start new learning for the next school year. Some programs were designed for students who have demonstrated learning loss to provide more holistic supports. For all participants, summer programs provide new opportunities for learning in smaller teacher-to-student ratios and lower stakes settings. Many students had the opportunity to learn in person with their peers, collaborating daily and experiencing social interaction.

Student, Parent and Community Partner Learning Tips

Learning Tips resource documents were developed to provide sample activities for students to participate in over the summer. In addition, ways to engage students in literacy and numeracy/reasoning skills at home or in community-based programs have been provided to parents and community partners.

Post-pandemic learning recovery is a group effort. These resources, available on the PGCPS website, provide direction to students, parents, and community members to help align their support with the school system's goals and research-based approaches to learning.



Workforce and Operational Excellence



Strategies/Activities

Realizing Transformation

Professional Learning Opportunities

Providing staff with meaningful, high-quality learning opportunities that align to the mission, vision and core values of Prince George's County Public Schools remains our focus. Our district offers professional learning to address school and/or individual employee needs in a variety of contexts and formats. District office staff provide professional learning through coaching, training, and ongoing support, while school staff support one another in a variety of ways.

The reality that staff respond favorably to learning that is organized as short, targeted content that addresses a finite learning goal emerged during the pandemic throughout our district. Educators appreciate being offered on-demand, asynchronous resources and online learning along with face-to-face coaching and support. In addition to the professional learning that staff receive through in-person modalities, our district will continue to personalize learning to meet the needs of educators by expanding the access and opportunities for staff.

Social-Emotional Learning

Social-emotional learning (SEL) is the process through which all people acquire and apply knowledge, skills, and attitudes in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. People with strong social-emotional skills are better able to persevere through everyday challenges and demonstrate resilience to stressful situations and crises. Students and staff that develop strong social-emotional skills through participation in SEL curricular opportunities demonstrate gains socially, emotionally, behaviorally, academically and professionally.

PGCPS has made strides in integrating social-emotional learning into our schools through the following:

- PGCPS maintains 45 certified educators in SEL who will facilitate training for other educators.
- PGCPS supports 35 district educators/leaders who will be certified in SEL Leadership and Character Development.
- The University of Maryland supports our SEL implementation through improvement science cycles.
- A 5-year plan for SEL saturation in PGCPS is underway – additional cohorts are in process.
- QuaverED and Sanford Harmony lessons are available in elementary schools.
- Second Step, Naviance and SafeSchools videos are available in middle schools.
- Safeschools videos are available in high schools.



Strategies/Activities

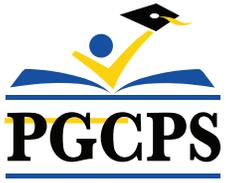
Realizing Transformation

Mental Health Services

The COVID-19 pandemic has produced many challenges for students, families, and staff. The health and wellness of the PGCPS community is a top priority. Mental health plays a key role in overall wellness and greatly impacts performance in school and at work. The Mental Health Services Guide provides information and resources to staff, parents and students about mental health and the various resources available.

The social-emotional and mental health needs of students affect academic learning and social interactions, both of which are critical to student success. Specific resources around anxiety, depression, anti-bullying, and suicide prevention, as well as other mental health needs are included in the [Mental Health Services Guide](#).

- Professional School Counselors, School Psychologists and Mental Health Clinicians provide counseling.
- Evening Counseling Centers (3 locations in the district) provide additional counseling.
- Hazel Health services provide both in-person and at-home virtual counseling services.
- Everfi mental health courses are available for middle and high school students.



**Prince George's
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