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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 those 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 demonstrate how to foster these in lessons that blend technology. We seek to inspire learning, develop strong academic skills, cultivate character, leadership, and social responsibility, and enable the discovery and sharpening of individuals’ unique gifts, skills, and abilities.

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.

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 culturally responsiveness, social well-being, and awareness of mental health and wellness.

“When you empower staff and you feel empowered, we become problem solvers and lay the foundation for true transformation.”

Monica Goldson
CEO
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**
Increased 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
- Reexamine 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
# Alignment to Strategic Plan Goals

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<td>The Arts Work!</td>
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</table>
Goal #1:
Educational Excellence
GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Data Informed Instruction

Data Informed Instruction is the essential practice of using student data to drive instructional decision making. The Data Informed Instruction Guide explicitly defines this recursive process and provides steps for targeting and differentiating instruction grounded in evidence. With the guide, educators use formative data sources to effectively address gaps in student performance through targeted revisiting, reviewing, re-engaging and revising of instruction. 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, we must proactively reimagine the way we use data to drive instructional decision making. The four components in the Data Informed Instruction Guide emphasize that learning is individual and that each student may need multiple pathways to access learning and multiple opportunities to demonstrate new knowledge. By accurately assessing learning gaps at the individual level, teachers can plan to strategically and routinely revisit new concepts to cement understanding, cyclically review concepts in robust ways to enhance mental schema, reteach concepts with a different approach, and revise opportunities for learning reflection.

Instructional Framework

The PGCPS 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 PGCPS 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.

Tutoring Opportunities K-12

Prince George’s County Public Schools is offering a variety of tutoring opportunities for all students. These opportunities include the Prince George’s County Memorial Library System’s synchronous bilingual tutoring, free math tutoring for every grade and subject, small-group support from teachers, and access to tutoring 24/7 through our partnership with TutorMe.

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.
GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Student Learner Profile

Prince George’s County Public School’s Student Learner Profile describes the attributes and skills that will prepare all students to thrive in a dynamic, complex, global community. As students progress throughout their journey in PGCPS, they will develop the skills and strategies to become global citizens, communicators, critical thinkers, creators and innovators, and goal-directed learners, and 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.

Realizing Transformation

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.

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. 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.

Updated curricula with an emphasis on cultural responsiveness as a core part of the teaching and learning process, along with content-specific best practices for assessing and targeting differentiated instruction, work together to strengthen the new possibilities for student learning. As we realize transformation for the future, we must capitalize on new practices to address the needs of our diverse student population. As teachers use curriculum to plan technology infused instruction, updated, culturally responsive curricula will emphasize resources and practices to reinforce core skills and accelerate student learning.
A comprehensive revamp of the Early Literacy Curriculum in PGCPS is grounded in the Science of Reading (SOR). The SOR is a body of evidence drawn from fields like 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.

Realizing Transformation

Enhanced literacy instruction realizes transformation of equity-centered learning recovery through the integration of the following components of structured literacy:

<table>
<thead>
<tr>
<th>Comprehensive Curriculum Instructional Map (CIM) aligns:</th>
<th>Systematic scope and sequence of phonics instruction:</th>
<th>Explicit instruction using research-based instructional practices that include:</th>
<th>Intensive instruction includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• textbook materials</td>
<td>• aligns to grade level foundational skills</td>
<td>• a clear objective</td>
<td>• a high level of student-teacher interaction</td>
</tr>
<tr>
<td>• Maryland College and Career Ready Standards (MCCRS)</td>
<td>• progresses in a clear sequence from simple to more complex within and across grade levels</td>
<td>• teacher modeling</td>
<td>• multimodality</td>
</tr>
<tr>
<td>• paced across the school year</td>
<td></td>
<td>• guided and independent practice</td>
<td>• small group</td>
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<td></td>
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<td>• monitoring and feedback</td>
<td>• brisk lessons</td>
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</tbody>
</table>

Curriculum Components

<table>
<thead>
<tr>
<th>Word Recognition</th>
<th>Language Comprehension</th>
<th>Skilled Reading</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood - Prekindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Phonological awareness</td>
<td>• Read Alouds</td>
<td>• Small group instruction to support all strands of MCCRS</td>
</tr>
<tr>
<td>• Alphabet knowledge</td>
<td>• Introduction/re-reading of stories and informational texts</td>
<td>• Explicit focus on foundational skills necessary to support acquisition of reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten - First Grade</th>
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</thead>
<tbody>
<tr>
<td>• Daily phonological and phonemic awareness</td>
<td>• Weekly grammar lessons</td>
<td>• Daily self-selected independent reading</td>
</tr>
<tr>
<td>• Daily explicit phonics lessons</td>
<td>• Weekly vocabulary instruction</td>
<td>• Consumable texts for independent application</td>
</tr>
<tr>
<td>• Use of decodable readers</td>
<td>• Collaborative conversations</td>
<td>• Reading workshop for strategies, skills, and standards</td>
</tr>
<tr>
<td>• Shared reading</td>
<td>• Read Alouds</td>
<td>• Writing workshop and on demand writing instruction</td>
</tr>
<tr>
<td>• Handwriting instruction using Zaner Bloser materials, including letter formation in manuscript (K-2)</td>
<td></td>
<td>• Small group instruction to support all strands of MCCRS</td>
</tr>
</tbody>
</table>
GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Realizing Transformation

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.

In support of increasing mathematical discourse in PreK-12 mathematics instruction:

- Explicit lessons for teachers have been developed to model the daily expectations for instruction, which include conceptual understanding, procedural skill and fluency, and application. These lessons will strengthen the instructional practices of mathematics teachers across the district.
- Instructional strategies, tools, and language supports are embedded throughout the curriculum to promote student access to rigor and grade-level expectations.

What Does Meaningful Mathematical Discourse Look Like in PGCPS?

Teacher and student actions

What are teachers doing?

Engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations.

Selecting and sequencing student approaches and solution strategies for whole-class analysis and discussion.

Facilitating discourse among students by positioning them as authors of ideas, who explain and defend their approaches.

Ensuring process towards mathematical goals by making explicit connections to student approaches and reasoning.

What are students doing?

Presenting and explaining ideas, reasonings, and representations to one another in pairs, small groups, or whole-class discourse.

Listening carefully to and critiquing the reasoning of peers, using examples to support or counterexamples to refute arguments.

Seeking to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing the approaches used by others.

Identifying how different approaches to solving a task are the same and how they are different.
GOAL #1: EDUCATIONAL EXCELLENCE

Realizing Transformation

Through shared accountability, school and central office staff will implement improvement science principles (Plan, Do, Study, Act) to organize and provide streamlined support and resources to schools in order to improve student learning outcomes in mathematics. There are eight focus areas:

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Classroom Culture and Efficacy</td>
<td>Create and foster a belief system in your building that all students can learn and do mathematics.</td>
</tr>
<tr>
<td>School Performance Plan (SPP) Focus</td>
<td>All school plans will include a mathematics goal related to student achievement growth.</td>
</tr>
<tr>
<td>Collaborative Planning</td>
<td>Each school should establish a time to meet with Mathematics teams around the “4” focus areas listed in the Collaborative Planning document.</td>
</tr>
<tr>
<td>Data Informed Instruction</td>
<td>Data gathered from daily instruction by teachers should be used to inform instruction as they meet with groups of students.</td>
</tr>
<tr>
<td>Informal Mathematics Observations</td>
<td>Building administrators and mathematics leaders will conduct at least two informal mathematics observations weekly.</td>
</tr>
<tr>
<td>Formal Observation Data</td>
<td>Mathematics observations will be conducted to ensure that evidence collected is aligned to pacing and recommendations. Evidence should be comprehensive, meaningful, and intentional.</td>
</tr>
<tr>
<td>Quarterly Learning Walks</td>
<td>Each school will conduct a quarterly mathematics learning walk mid-quarter.</td>
</tr>
<tr>
<td>Mathematics Professional Development</td>
<td>Multiple opportunities to participate in mathematics PD will be provided to teachers and administrators.</td>
</tr>
</tbody>
</table>
GOAL #1: EDUCATIONAL EXCELLENCE

Realizing Transformation

Canvas creates an equitable learning environment for students by providing access to resources that many are already familiar with using. Since teachers have the ability to differentiate lessons and activities for students, the blended learning environment through Canvas provides support for students with differing learning needs, whether it is revisiting or extending a learning goal. With the blend of face-to-face learning, such as rich discussions, small group instruction, or independent work, and the online environment, Canvas cultivates connection and community beyond the physical classroom. Sharing feedback in real time provides students the opportunity to reflect on their learning and extend their thinking and application of knowledge to the real world. Well-designed Canvas courses allow students to focus their cognitive energy on learning.

Blended Learning

Prince George’s County Public Schools has adopted Canvas as the primary Learning Management System across our district. Canvas streamlines access to digital resources for students and staff, creating a one stop shop to access content that many use regularly. It allows district staff to create and share digital lessons and activities that are aligned to state standards. Educators have the ability to differentiate instruction for students using online learning materials and assessments blended with face-to-face instructional strategies.

The Arts Work!

Creative and Performing Arts will meet the needs and instructional/career goals of our children by innovatively providing equitable access to art instruction, festivals, showcases, exhibits and auditions. Curriculum has been updated to include social-emotional learning, culturally responsive teaching and technological advances in arts education. The Creative Arts team is also working with High School RELA and Mathematics to embed Arts Integration into the curriculum in order for our students to express their comprehension of the content in more creative and engaging ways.

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 using the Four Cs: creativity, collaboration, critical thinking, and communication.

The Creative 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.

As a one-to-one district, virtual platforms will be used in the arts to increase access and participation across the district. Digital resources, that are unique to each art form, will provide opportunities for students to engage with music, drawing, painting and media in new ways!
Goal #2: Excellence in Equity
## Strategies/Activities

### 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.

Early Childhood has adopted Hatch Ignite, a new standards-based instructional technology that delivers engaging, research-based learning experiences through a dynamic digital play environment.

### Realizing Transformation

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. Each session is focused on content with a goal of kindergarten readiness for all students. These opportunities will promote enhanced quality of instructional and social interactions in the classroom to support students on their journey to becoming independent learners.

Hatch Ignite software is designed to promote growth and development across seven domains of learning to support the whole child. This technology adapts to each individual child’s needs and instructional level, providing experiences that lead children through a progression of learning up to and beyond kindergarten readiness. This technology delivers real-time child data to inform daily individualized instruction and provides evidence for developmentally appropriate assessment systems. This technology can be used both in the classroom and at home.

### 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 realizes transformation 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.
GOAL #2: EXCELLENCE IN EQUITY

Strategies/Activities

Digital Tools
As a one-to-one district, all teachers and students in Prince George’s County Public Schools have access to a personal device and various digital platforms for presentation, review, practice, and acceleration. It is imperative that these devices and digital resources amplify and transform teaching and learning. Digital resources, when balanced with rigorous instruction outlined in PGCPS Curriculum Framework Progress Guides, provide opportunities to increase students’ engagement and interactivity with content as well as enhance students’ creativity. In PGCPS classrooms, teacher-to-student interaction and student-to-student discourse are prioritized to provide access to academic content. Therefore, technology should be used deliberately to ensure that the learning environment welcomes active participation, encourages critical thinking, and fosters academic collaboration among peers.

Realizing Transformation
Great technology allows for better data collection and differentiation both in instruction and assessment. All of which will be necessary in addressing the unique and individual instructional needs of students. Additionally, student access to these digital learning resources allows educators and students to extend learning opportunities for both remediation and acceleration.

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.

The COVID-19 pandemic has demonstrated how vital CTE is to Maryland’s current and future workforce. The need for workers in skilled trade professions continues to grow as the world continues to navigate through the pandemic. As a result, CTE provided options that ensured the opportunity for students to safely complete requirements for earning industry and postsecondary credentials.

As we move forward, teachers and students will continue to have access to online content aligned to Maryland’s 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.
### Strategies/Activities

**Community Schools**

The 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 to 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 Ready K4 to expand their connections with parents and the community. Ready K4 is an evidence-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.
Goal #3: Workforce and Operational Excellence
GOAL #3: 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.

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.

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 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 for reading, writing, speaking and listening skills; critical thinking and reasoning; and digital and technology skills have been clearly identified for each grade level band.
Strategies/Activities

ESOL Strategic Plan

A five-year strategic plan was developed to focus on the needs of the fastest-growing population of students in the district, English Learners. The ESOL strategic plan has four focus areas: 1) improve the academic achievement of all English Learners; 2) increase the capacity of all staff of English Learners; 3) increase family and community engagement of English Learners, and 4) decrease ESOL teacher vacancies within the district.

Realizing Transformation

There are over 30,000 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 English Learners, we must continue to build an environment of collaboration and accountability, and ensure we provide high-quality instructional programs, rich professional development for staff, and support for families of English Learners. The strategic plan outlines how our district will increase the capacity of teachers and staff in helping English Learners realize their potential.

Special Education Strategic Plan

A four-year strategic plan was developed in 2019 to provide accountability, direction and expectations for PGCPS to improve academic achievement for students with disabilities. The plan focuses on three goal areas, to include enhancing the delivery of special education services, executing an integrated system of general supervision to monitor the implementation of the 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. PGCPS will enhance the quality of programming through the continuum of special education services with an emphasis on instruction, relevance, and rigor in order to improve academic outcomes. PGCPS will continue to ensure that the unique needs of students with disabilities are addressed through specially designed instruction in order to access the general education curriculum and make academic gains in the least restrictive environment so our students can graduate college, career and community ready.
Goal #4: Increased Awareness of Mental Health and Wellness Linkages to Learning
GOAL #4: INCREASED AWARENESS OF MENTAL HEALTH AND WELLNESS LINKAGES TO LEARNING

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.

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.

The social-emotional and mental health needs of students affect academic learning and social interactions, both of which are critical to student success. The mental health supports provided by PGCPS work together to address individual student, family, and staff needs and decrease the number of avoidable adverse educational outcomes. 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.

As a new normal is established in education at the same time that a recovery of lost skills is being supported, social-emotional learning (SEL) will continue to be as important to student success as other curricular areas. Social-emotional skills aid both staff and students in demonstrating the resilience that will be needed to recover from the shared traumatic event of COVID-19. Supporting social-emotional learning will be key to ensuring that we increase awareness of wellness linkages to learning and provide innovative, relevant learning and development opportunities. Strategies to increase social-emotional learning moving forward include increasing staff knowledge of social-emotional learning; implementing trauma informed practices and proactive behavior supports; increasing socially and emotionally supportive environments; supporting staff well-being; utilizing SEL curricular programs to instruct students in areas of social-emotional skills; and including parents in training activities to create supportive home environments.
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