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Introduction

This report offers a summary of how funds for the Blueprint for Maryland's Future are spent in Prince George's County Public Schools (PGCPS). For school year 2021-2022, there are two new categories: Tutoring and Supplemental Instruction for grades 4-12 and 9th Grade Tracker System. In this update the category of Special Education and services for students is integrated into the Tutoring and Supplemental Instruction for grades 4-12 funding.

Updates to this report will be submitted quarterly: October 1, 2021, January 1, 2022, April 1, 2022, and July 1 2022.

Mental Health Services

Update as of October 1, 2021

The Coronavirus pandemic has impacted the delivery of needed mental health services. In August 2021, Prince George's County Public Schools (PGCPS) received a notice of grant award in the amount of \$83,333 to continue funding the Mental Health Coordinator position. As a result, the coordinator created a plan to address the trauma and behavioral issues caused by or exacerbated by Covid-19 and was submitted to the Maryland State Department of Education (MSDE) on August 23, 2021, for review and approval.

Further, the plan highlights training for staff, workshops for families, the necessary support and services for students, and funding for building trauma sensitive schools awareness. The budget of \$4,506,214 will be spent for the school year 2021-2022 to address students' mental health needs.

Additionally, two grant applications were submitted to MSDE in August 2021. Both were funded with federal American Rescue Plan Act of 2021 Coronavirus State Fiscal Recovery Funds issued by the U.S. Treasury Department.

- For fiscal year 2021, \$1,762,472 was allocated for the following:

- Orientation for mental health clinicians in summer 2021
- Mental health clinicians offered counseling services to students and families in summer 2021
- A messaging campaign was launched to alert the community about summer counseling services for students
- Professional development for clinicians and teachers regarding [Positive Behavior Supports](#) (PBS) action plans
- PBS actions plans were developed for prekindergarten students who receive counseling services
- For fiscal year 2022, \$ 2,643,708 was allocated for the following:
 - Compensation for a program manager to assist with the nine-week summer 2022 implementation of mental health activities
 - Orientation for mental health clinicians in summer 2022
 - Mental health clinicians will offer counseling services to students and families in summer 2022
 - PGCPS will launch a messaging campaign to alert the community about summer counseling services for students
 - Facilitate small task forces of clinicians and staff to address suicide prevention, trauma awareness, and mental health
 - Professional development for clinicians and teachers regarding [Positive Behavior Supports](#) (PBS) action plans for students who receive counseling services
 - Staff and clinicians will develop PBS actions plans for prekindergarten students who receive counseling services

Both funding amounts must include trauma and behavior health support for students during summer school 2021 and 2022.

Prekindergarten

Update as of October 1, 2021

PGCPS reopened its doors for hybrid in-person learning in spring 2021. Subsequently, during the summer of 2021, over 600 rising kindergarten students participated in a 4 week-summer, face to face educational program, titled [Rising Stars](#). The goal of the program was to build foundational skills in Reading and Mathematics with a focus on social and emotional skills. Students were engaged in a full day program that also encompassed Art, Music, and Physical Education.

Additionally, the Judy Centers hosted programs at Carmody Hills and Cool Spring that exposed over 50 of our rising Prekindergarteners to a face-to-face program that provided academic skills, social foundation skills and playtime learning to foster whole child development. Families were provided fresh food supplies and diapers from community partners. Each family received a learning box containing books to read as well as learning activities to take home to continue the learning. For this year 2021-2022, PGCPS will open a new center at Hillcrest Heights that will provide services to that community. And, the PGCPS Judy Centers Website: <https://offices.pgcps.org/judycenter> has been updated to include our newest center at Hillcrest Heights Elementary School.

Community Schools

Update as of October 1, 2021

On August 6, 2021, PGCPS submitted an application for a concentration of poverty grant in the amount of \$31,772,057. In August 2021, we received a notice of grant award for \$31,772,057 to support PGCPS' [77](#) schools that have been identified as Blueprint for Maryland's Future Funded Community Schools. Funding from the state is disbursed directly to PGCPS and the school system provides funding to each of the schools. Specifically, the funding is distributed in the following ways:

- **Community School Coordinators**- An amount of \$1,124,040 has been set aside to pay the salaries and benefits for the Coordinators who are in each school.
- **Health Care Practitioners**- Each of the [77](#) Community Schools currently have a registered nurse (RN). However, salary and fringe benefits for two of these positions will be funded by the grant, totaling \$186,336.
- **Wraparound Services**- Services specific to the personnel grant for the [77](#) schools have been allocated an amount of \$50,000 for a total of \$3,850,000 to support wraparound services in the schools. Services and other programs will be specifically identified based on the results of each school's respective needs assessment. Some services may include: dental and doctor visits, crisis outreach, and family counseling.
- **Mental Health Support**- Each Community School will receive at least a full time mental health therapist. The therapist will serve students and families and will also conduct professional development for staff. A total of \$7,911,173 will be allocated for Mental Health Supports.

Support for Students Struggling with Reading and Mathematics

Grades K-3

Update as of October 1, 2021

As the COVID-19 pandemic transformed society, exacerbated social and economic inequities, and caused the largest disruption to education in history (Engzell et al., 2021), students' learning has been negatively impacted. As a result, the state of Maryland has adjusted the number of students per small group who will receive academic support, to four (4) or less. And, PGCPs will institute a virtual after school tutoring program, at select school sites, with an emphasis on filling the gaps in the critical reading skills and mathematics concepts. The reading and mathematics programs will take place between October 2021 - June 2022, supporting approximately 1,280 students.

Reading

Emerging readers need to master foundational literacy skills, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension, in order to successfully read to learn. The impact of not reading proficiently in the early grades on future academic success is even more pronounced for struggling readers with disabilities and English learners struggling to achieve English language proficiency. For each and every student, learning to read proficiently matters.

Thus, in summer 2021, PGCPS offered support to parents/guardians for the purpose of increasing literacy awareness to assist children at home. A series of sessions focused on [iREAD](#)- an online adaptive program that adjusts to the learner's needs and a successive program [iReady](#) which assesses students' reading ability.

Parental Support with iREAD: A total of 60 parents/guardians participated in the iREAD sessions. Sessions were offered in English and Spanish and were available twice a week:

- Sessions in Spanish on Mondays and Wednesdays, June 7–July 28
- Sessions in English on Tuesdays and Thursdays, June 8–July 29

Parental Support with iREADY:

Once students completed all of the lessons in iREAD they advanced to a subsequent program called iREADY. This online intervention provides assessments to determine the needs of each student. Then, iREADY delivers personalized lessons designed to meet those individual needs. Three parent sessions were scheduled in Spanish and English for June 21 and 30 and July 8, 2021. A total of 29 parents/guardians participated in these three sessions.

Beginning fall 2021, PGCPS will institute a virtual after school tutoring program with an emphasis on filling the gaps in the critical reading skills for selected students across [28 schools](#) who have been identified as having deficits in the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension; this includes language and writing (grades K-3). This virtual tutoring will occur for 60 minutes three days a week.

Each small group session of four students will include interactive activities within the [Voyager Passport®](#) student materials and digital platform. [Voyager Passport®](#) is a reading intervention program for grades K–5 that provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing. Therefore, students will receive a variety of practice with the critical reading skills. And, teachers/tutors will model and provide guided support of specific skills and deliver immediate corrective feedback to eliminate any misconceptions.

Additional Support

As the effects of the pandemic linger with the threat of the Delta variant, additional support will be offered to students who struggle academically. This school year, PGCPs will implement a universal screener in grades K-3 using MAP Reading Fluency™ which is an online adaptive reading assessment that measures oral reading fluency and foundational skills. Assessment results will identify students for intervention and further instructional support. Ongoing assessment literacy with NWEA consultants will be held to support data analysis and instructional planning. Students who need further support with foundational skills will also use Lexia® Core5® Reading. Core5 enables students of all abilities to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Mathematics

The mathematics that children learn in grades K-3 are the building blocks for all future mathematics. The goal is to provide critical math literacy skills for struggling math students in the primary grades in order to increase student achievement and promote access to higher level mathematics in the upper grades. Thus, students at [28 schools](#) who scored 30-50% on the district benchmark assessment administered at the end of school year 2020-2021 will be targeted for virtual tutoring.

After school virtual tutoring for struggling K-3 math students will occur for 60 minutes three days a week and will be provided by [Book Nook/Mind Research](#). With a focus on equitable

access to rigorous and engaging instruction, virtual tutors from BookNook will employ a learning platform to deliver tutoring sessions to students with a maximum of 4 students per group.

Tutoring and Supplemental Instruction Grades 4-12

Update as of October 1, 2021

Due to the COVID-19 Pandemic, PGCPs instituted a virtual learning model for the spring of the 2019-202 school year and for the majority of the 2020-21 school year. This unexpected shift in instructional delivery, along with the many obstacles faced by students during this time period, has resulted in interrupted instruction for many students. To address potential instructional gaps, the department of Curriculum and Instruction has implemented a tutoring initiative that will support students in grades 4-12.

Course content will cover Reading/English Language Arts, Mathematics, and Social Studies. Using a variety of data sources, such as performance below benchmark thresholds, cumulative grades, and teacher recommendations, students who demonstrate a need for additional intervention will have an opportunity to receive instructional support with after-school tutoring for the 2021-22 school year. This includes students with disabilities and students who are English Learners, enrolled in the ESOL program. The teacher-to-student ratio for each program is 1 to 4. Further, to track progress, every student will take a pre and post-assessment.

Each after-school tutoring opportunity is described below:

Reading/English Language Arts

- **Elementary** (grades 4 and 5)
 - After-school tutoring focuses on decoding skills for students in grades 4-5. Students across PGCPs who met the assigned criteria were selected by school teams. Parents/guardians register their children to participate in

75-minute virtual tutoring sessions 3 days a week. Each small group session of 4 students will include interactive activities and the use of [Voyager Passport®](#) student materials and digital platform (4-5).

- End of November 2021-May 2022
 - 3 sessions for 8 weeks per session
 - Session 1: November-December
 - Session 2: January-February
 - Session 3: March-May
 - Approximately 2,336 students per session
 - Total number of students who will benefit 7,008
 - Virtual
 - Instructors will receive 12 days of professional development
- **Middle** (Reading and Social Studies 6, 7, and 8)
 - In partnership with the Social Studies Office and the [Close-Up Foundation of Washington](#), students will refine their reading and writing skills such as writing arguments, by conducting research to develop and deliver speeches. Students will participate in 1:4 (teacher to student ratio) to explore democratic values while leveraging their literacy skills to engage with policy and media experts, advocates, and government officials to build their understanding of the change-making process to address pressing community issues. Students will work with tutors for 1 hour 3 days per week to strengthen their reading and writing skills.
 - October 2021 through mid-April 2022
 - 3 sessions for 8 weeks per session
 - Session 1: October-November
 - Session 2: January-February
 - Session 3: March-April
 - Approximately 1200 students per session
 - Total number of students who will benefit 3,600

- Hybrid
- Instructors will receive 10 days of professional development

- **High** (grades 9 and 10)
 - Students in grades 9-10 will participate in 1:4 (teacher to student ratio) sessions with teachers using the [Achieve 3000](#) program to impact their reading proficiency and lexile scores. The lexile score measures the student's reading ability. In this model, teachers will facilitate small group lessons that guide the students through the required two weekly activities to impact reading outcomes. Students will also engage in independent reading. The program will be for 1 hour 3 days per week.
 - October 2021 through March 2022
 - 2 sessions for 8 weeks per session
 - Session 1: October-December
 - Session 2: January-March
 - Approximately 400 students per session
 - Total number of students who will benefit 800
 - In-person
 - Instructors will receive 7 days of professional development

Mathematics

- **Elementary School** (grades 4 and 5)
 - Implementation will vary by school. Materials were purchased for each school and administration will determine the type of program that best meets the needs of students. However, there will be 2 sessions for the school year. Students will meet for 45 minutes 3 days a week. Skills will vary by grade level but focus on the critical areas at each grade.
 - After school virtual tutoring for struggling math students in grades 4-5 will be provided by [Book Nook/Mind Research](#). Virtual tutors are provided by BookNook and will utilize a synchronous learning platform to deliver tutoring

sessions. Skills will vary by grade level but focus on the critical areas at each grade.

- November 2021-June 2022
 - 18 weeks per session
 - Session 1 - November 15 - April 8
 - Session 2 - February 14 - June 20
 - Number of students will vary at each school site based on data
 - virtual
 - Instructors will receive 6 days of professional development

- **Middle School** (Math 6, 7 and 8)
 - Middle School Math tutoring sessions are designed to provide intensive, grade-level, online mathematics instruction for targeted middle school students. Tutoring sessions will focus on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards.
 - **Prioritization (Needs-Driven):** Tutoring is targeted to students who are performing below benchmark thresholds. Additional measures will be combined with benchmark data.
 - End of October 2021-May 2022
 - 10 weeks per session
 - Session 1: October-December
 - Session 2: January-March
 - Session 3: March-May
 - Approximately 300 students per session
 - Total number of students who will benefit: 900
 - virtual 10 weeks
 - Instructors will receive 6 days of professional development

- **High School** (Geometry and Quantitative Modeling)

- High School Math tutoring sessions will be designed to provide on-grade level mathematics instruction for targeted high school students enrolled in Geometry and Quantitative Modeling. Tutoring sessions will focus on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards. The use of high-quality instructional resources and materials aligned with PSAT/SAT will drive weekly session topics and individualized instruction.
 - October 2021-May 2022
 - 10 weeks per session
 - Session 1: October-December
 - Session 2: January-March
 - Session 3: March-May
 - Approximately 300 students per session
 - Total number of students who will benefit: 900
 - virtual 10 weeks
 - Instructors will receive 6 days of professional development

Social Studies (Grade 9 US History II; Grade 10 Local State & National Government & Grade 11 World History)

- In partnership with the [Close-Up Foundation of Washington](#), students will refine their reading and writing skills such as writing arguments. Students will conduct research to apply specific disciplinary literacy skills. This practice will provide the opportunity for students to develop writing skills associated with 50% of the state exam in grade 10.
- Additionally, students will participate in 1:4 (teacher to student ratio) to explore content modules focused on historic documents, policy, community advocates, and government officials to build their understanding of community issues.
 - October 2021 through mid-April 2022
 - 8 weeks per session
 - Session 1: October-November
 - Session 2: January-February

- Session 3: March-April

- Approximately 1200 students per session
- Total number of students who will benefit: 3,600
- Hybrid 8 weeks
- Instructors will receive 10 days of professional development

9th Grade Tracker System

9th Grade Tracker System update as of October 1, 2021

The State of Maryland aspires to have all students college and career ready by the end of middle school. Subsequently, beginning this school year 2021-2022, all local school systems must implement a 9th grade tracker system to measure each student's progress toward graduating high school on time. As a result of this mandate, PGCPs will build upon its existing system and roll out updates that meet state requirements, in two phases.

Phase 1: Cohort Tracker (Tentative Release Date - fall SY22)

This Cohort Tracker will provide school-based staff with a reliable, up-to-date student list of their different First-Time Ninth Grade (FTNG) cohorts. This will help schools keep track of which students are in which graduation cohort. More specifically, the cohort tracker would simply show the following:

- which students are in which cohort
- enrollment/dropout status
- withdrawal date
- grade level
- Promotion to subsequent grade levels
- Students who were not promoted

High school administrators will have a real-time report showing the FTNG cohort of every student in their school. In order to do this, the report will utilize cohort files provided by MSDE as well as updated data from SchoolMax. The Tracker will include changes to those cohort

files, such as students transferring into PGCPS, out of PGCPS, or between different PGCPS locations during the school year. Students who withdraw from school during the school year will be counted as dropouts if nothing changes.

Phase 2: (Tentative Release Date - spring SY22)

The goal of this phase is to include students' credit information -credit counts, testing requirements, and community service hours.