

2021-2026



Prince George's County Public Schools
Strategic Plan



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*Prince George's County Public Schools,
the changing frontier.
This is a voyage toward transformation.
A five-year mission to explore innovative
approaches to teaching & learning;
To inspire learning, embody equity, strive
for excellence in all we do and model
cultural responsiveness in a
just environment.
To boldly reimagine public education
and aspire to new heights never before
imagined possible in the future of our
students and the PGCPS community."*





Message from the CEO

Prince George's County Public Schools (PGCPS) is embarking on a bold journey toward transformation in the wake of a global pandemic. As I consider this pivotal turning point in our society and public education, it is evident that a history-making transformation is taking place and PGCPS is at the forefront. COVID-19 was a teacher of great lessons. Resiliency, creativity and courage to not only embrace change, but to innovate and influence it toward a new future demands transformational leadership.

Ensuring a clear vision, aligned mission, and excellence in education and equity for every student are vital components of our commitment to adapt and thrive. I am challenging each of us in the PGCPS community to be active participants in executing this plan and building paths toward bright futures for every student. I hope you will proudly join me on Transformation 2026 – our journey as we collectively create the PGCPS of tomorrow today! We are #PGCPS Proud!

A handwritten signature in black ink that reads "Monica E. Goldson". The signature is fluid and cursive.

Dr. Monica Goldson
Chief Executive Officer
Prince George's County Public Schools



Building on a Firm Foundation

Prince George's County Public Schools' vision, mission and core values create the foundation for our actions.

VISION

Our vision paints the image of a premier educational environment that values the rich uniqueness of who we are as we develop and equip life-long learners, leaders, empowered proponents of justice and prosperous communities to thrive in the global society:

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

CORE VALUES

Our core values articulate our key beliefs about students, learning, stakeholder responsibility, and the elements necessary to achieve equity and excellence in education:

- 1 Students are our priority and all students can achieve at high academic levels.*
- 2 Families, students and educators share the responsibility for student success.*
- 3 High expectations inspire high performance.*
- 4 All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.*
- 5 The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.*
- 6 Continuous improvement in teaching, leadership and accountability is the key to our destiny.*

MISSION

Our mission defines our purpose and the scope of our work. It communicates why we exist and what we hope to contribute to society:

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.

Introduction



Prince George's County Public Schools (PGCPS) is poised for transformation.

The global pandemic of 2020 ushered in a new era of unprecedented change. It revealed pockets of untapped creativity and innovation, exposed challenges in our traditional concepts of equity, gave rise to creative teaching and learning models, and fundamentally transformed education paradigms.

The demand for equity and innovation in education is more significant now than ever before. Equity in PGCPS is ensuring each student has what they need to receive a student-centered education that empowers them to be active participants in their learning experience and contributors in creating and sustaining thriving communities.

As PGCPS considers this pivotal turning point in our society and in public education, the district reaffirms and documents its commitment to educational excellence in this strategic plan. This plan will guide the decisions, priorities, resources and work of the school system over the next five years.

Specifically, the PGCPS Strategic Plan:

- Communicates the district's mission, vision and core values, signaling to PGCPS stakeholders the district's priorities and what it values;
- Serves as a blueprint, setting outcome-oriented goals to raise district performance in key areas;
- Outlines the strategic imperatives that will enable the district to carry out adaptive change;
- Shares how progress will be measured and monitored along the way; and
- Describes the common framework our staff will utilize to ensure a coherent, collaborative and equitable approach to transformation.

This plan has been developed by tapping into the innovative ideas and perspectives of our collective community throughout the planning process. Providing a solid foundation for transformation, the plan is contextually relevant to the stark changes and realities of our current and future global environment. As our transformation takes form over the next five years of plan implementation, we will demonstrate PGCPS' relevance, resilience and commitment to ensuring all of our students are college-, career-, and life-engaged.

Transformation 2026: Education anchored in excellence and equity.



The PGCPS Strategic Planning Process

During the 2020-21 school year, PGCPS partnered with Hanover Research (Hanover), an independent K-12 research organization, to support the district's strategic planning work. The process maintained a dual focus on equity and cultural responsiveness to guide the district's short- and long-term priorities.

PGCPS acknowledges the vital role of equity and cultural responsiveness in education and is committed to ensuring a healthy environment and culture that reflects these principles.

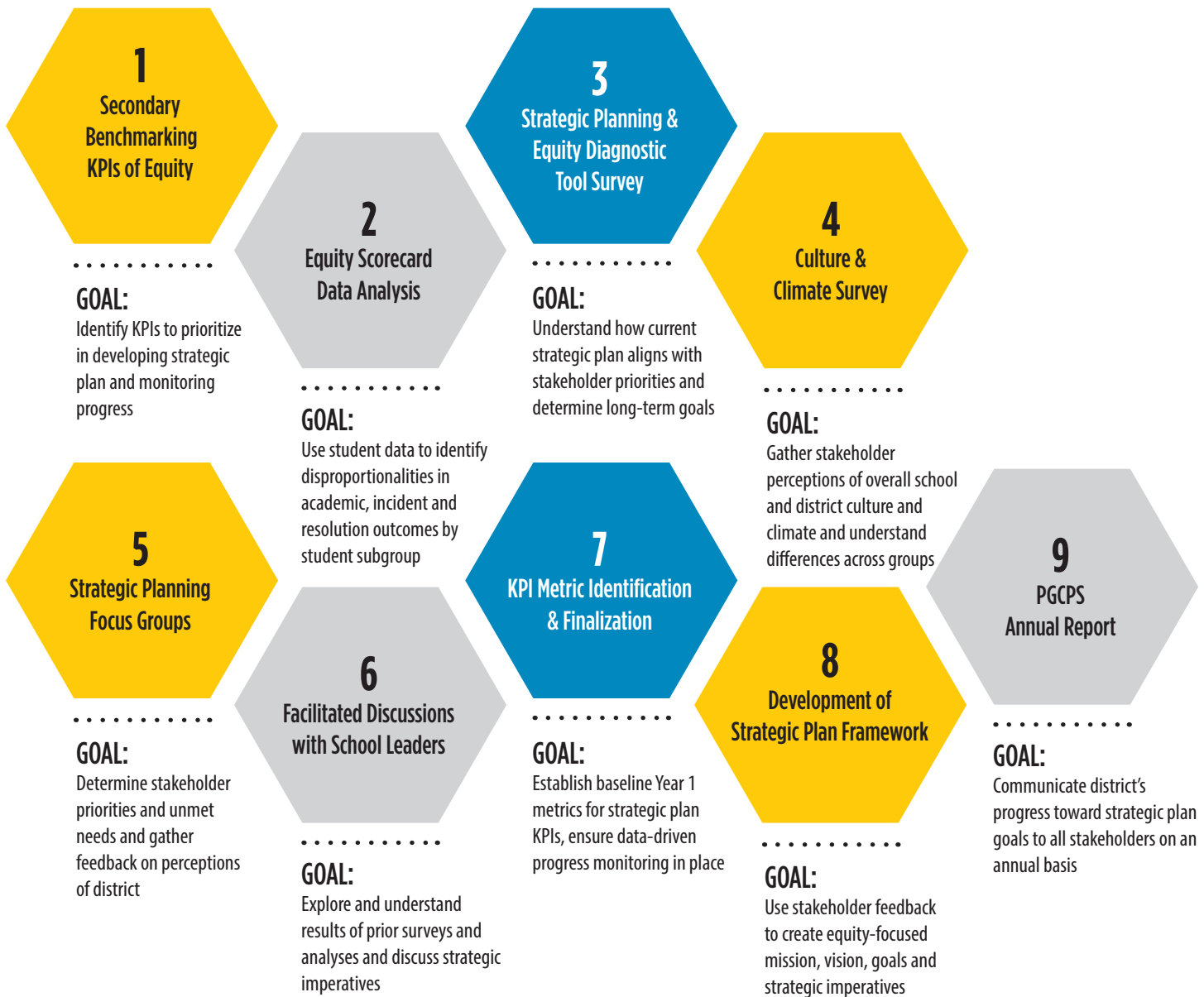
To this end, planning efforts sought to answer the following questions:

- Why does PGCPS exist? Is our mission and vision relevant to the needs of the environment?
- How does the culture of the organizational environment in which we operate enable the mission to be carried out?
- What does our diverse community of stakeholders expect from the district?
- How does the organization envision its future?
- What specific goals and strategies will guide objectives and action plans necessary for the district to achieve its desired future?

The Board of Education engaged in the work of equity strategic planning by reflecting on the current state of the district and the environment in which it operates. Informed by internal data and external environment analyses, this reflection enabled the re-examination of the district's vision and mission. Facilitated visioning sessions revealed areas of strength, opportunities for continued success, as well as areas of weakness, underperformance and pressing needs among various stakeholder groups. These insights informed the foundation of PGCPS' vision, mission and alignment of the strategic plan to the desired state.

The planning process (FIGURE 1) was research-based and involved an iterative process of data collection, analysis, interpretation and validation. Over an eight-month period, PGCPS gathered perspectives and feedback from thousands of parents, students, school and central office staff, district leaders, and community members to inform the development of its systemic strategic framework. Research activities solicited perceptions of PGCPS' internal and external stakeholder communities, supported analysis of student academic and behavioral outcome five-year trend data, aided in identifying outcome goals and critical success indicators (CSIs) (formerly referred to as key performance indicators or KPIs), and, most importantly, sustained the engagement of diverse stakeholders throughout the planning process.

FIGURE 1: PGCPS Strategic Planning



KPI - Key Performance Indicator

Summary of the Current Environment

PGCPS District Profile

Prince George’s County Public Schools (PGCPS) is committed to what matters most – the quality education of our students and the safety and prosperity of our entire school community.

According to the National Center of Education Statistics 2014-15 data and 2021 Niche data from the United States Department of Education¹, PGCPS is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 136,000 students, and nearly 20,000 employees in SY 2019-20.

PGCPS proudly serves a diverse student population from urban, suburban and rural communities. As shown in the demographic snapshot of SY 2019-20 enrollment (Table A), 55.2% of students are Black or African American and an increasing percentage of students (36.5%) represent Latino races. PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 63.5% of the student population, while the Limited English Proficient (LEP) student group and Special Education student group remained relatively flat in SY20 compared to SY19 at 21% and 11% respectively.

We value the diversity of all members of the PGCPS community regardless of race, gender, religion, sexual orientation, socioeconomic status, language of origin, or special needs. We achieve equity by ensuring that staff and students are culturally responsive.

In order to build culturally responsive environments, all adults must understand the role of institutional racism and systemic oppression within our national and local contexts within which our school system exists. In addition, adults must understand how individual & collective biases, discrimination and deficit-thinking negatively impact the school experience of students, staff and families.

Having this understanding, PGCPS community members are working together to create a school system that outwardly acknowledges that the variety of identities and cultural ways of being in PGCPS are valid and valuable forms of art in our collective masterpiece.

To this end, PGCPS believes that being culturally responsive means creating healthy learning partnerships that allow for rich, rigorous and safe learning environments to exist where everyone can process information, think and create.

TABLE A: PGCPS Demographic Snapshot SY 2019-20

Student Group	Number	Percent
Latino – All Races	49,630	36.5%
Native American/Alaska Native	389	0.3%
Asian	3,645	2.7%
Black or African American	75,033	55.2%
Native Hawaiian/Pacific Islander	259	0.2%
White	5,308	3.9%
Two or More Races	1,728	1.3%
Total	135,992	100.0%
Male	69,345	51.0%
Female	66,617	49.0%
Special Education (SPED)	14,956	11%
Limited English Proficient (LEP)	28,552	21%
Free and Reduced Meals (FARMS)	86,336	63.5%

Source: FY20 PGCPS Enrollment on 9/30/19

¹NCES. 2014-15. Digest of Education Statistics. https://nces.ed.gov/programs/digest/d17/tables/dt17_215.30.asp and Niche. 2021 <https://www.niche.com/k12/search/largest-school-districts/s/maryland/>

PGCPS Fiscal Climate

The FY21 Operating Budget for PGCPS is \$2.3B representing the ninth consecutive year of slight increases in annual funding. Comparable levels of funding resources for PGCPS are projected to continue over the time horizon of this plan. Such resources are supported by federal, state and local sources including, but not limited to the Coronavirus Aid, Relief, and Economic Security Act (CARES Act); Coronavirus Response and Relief Supplemental Appropriations Act (CRR-SAA); American Rescue Plan Act (ARP); Maryland Governor's Emergency Education Relief (GEER) Fund; and the Blueprint for Maryland's Future (aka, Kirwan). These supplemental funding resources are the result of federal and state legislative actions, which project availability and/or continued infusion of funding resources for targeted education needs over, and in some cases beyond, the implementation period of this plan.

Strengths and Challenges

Broad areas examined throughout the strategic planning process included analysis of quantitative data and stakeholder perceptions of priorities surrounding district leadership, teaching and learning, district culture, and resources and operations. Analysis of results from surveys, focus groups and student equity data trends yielded substantial commonalities among stakeholders. Feedback about district strengths, challenges, priorities and performance demands of greatest importance for PGCPS was provided. Consistent themes emerged in four discrete areas of focus including:

1. Academic Achievement
2. High-Performing Workforce
3. School Safety and Support
4. Operational Effectiveness

Academic Achievement

In the latter semester of school year 2020, COVID-19 required the closure of all schools across the state of Maryland. At that time, PGCPS safely, rapidly and successfully transitioned from a complete shutdown of in-person teaching and learning to entirely virtual distance learning and hybrid learning models for the balance of SY20 and throughout the 2021

school year. These progressive and creative models served to lessen, to the extent possible, the damaging effects of student learning loss attributed to pandemic-imposed disruption of traditional classroom instruction.

Prior to the abrupt shift to distance learning, student achievement as measured by standard assessments revealed varying levels of success. Assessment results also confirmed a number of academic performance challenges, which continue to be the focus of creative, evidence-based interventions and supports.

An equity analysis of five-year trend data of PGCPS student behavioral and academic outcomes revealed, among other key findings, the following disparities across ethnic, economic, gender, English learners and special needs student groups:

- Across most academic outcomes, three student groups (Asian, White and Non-Economically Disadvantaged) met performance standards at percentages that substantially exceeded their representation in the PGCPS student population. These same three student groups were also overrepresented among students who were identified as eligible to receive gifted services.
- Students with limited English proficiency (LEP) and students receiving special education services (SPED) were consistently underrepresented across academic performance indicators;
- Female students outperform male students across the following academic indicators: a) kindergarten readiness; b) PARCC ELA performance; c) MAP Reading performance; d) students earning a 3.0 grade point average; e) students taking AP exams; f) college enrollment; and g) 4-year college enrollment.
- In addition, female students were slightly more likely to be identified as eligible to receive gifted services. On the other hand, male students were more likely to receive special education services.

Stakeholder perceptions reported in the Strategic Planning and Equity Diagnostic Survey provided additional insight into the district's priorities and performance toward academic excellence. Data emphasizes the importance of setting high expectations, providing high-quality, relevant, accessible instruction, and offering challenging curriculum with necessary academic supports as key priorities for the district.

98%
 Rank **setting high expectations for students** as medium or high priority.

Source: Strategic Plan and Equity Leadership Survey

Stakeholders also prioritize the delivery of a relevant curriculum to support both student engagement and an equitable and inclusive classroom environment. Students further emphasized the need for more relevant curriculum that connects lessons to life outside of the classroom.

In addition, targeted student supports was highlighted as an area for continued growth and improvement, particularly for students that may be under-performing or that may have fallen behind due to school closures, for students learning English as speakers of other languages (ESOL), and for students receiving special education services.

The academic and educational gaps revealed in the data were exacerbated as the COVID-19 pandemic forced the district to transition to remote learning.

Percent of parents who agree or strongly agree that their child's school provides enough resources and support for...

High-Achieving Students	47%
Under-Performing Students	29%
English Language Learners	28%
Special Education Students	22%

Source: Culture and Climate Parent Survey

Despite the heroic dedication of PGCPs educators and the support of families and communities, the effects of learning disruption experienced by students may be far reaching and will likely demand both local and national attention for years to come.

Historically vulnerable student groups (e.g., FARMS, ESOL, SPED, and Black and Brown student races) are at even greater risk if widening education gaps are allowed to continue and “undermine growing efforts and momentum toward equity, poverty eradication, and economic and social justice on both the local and global landscapes.”² PGCPs supports rapid movement in public education toward innovative and transformative approaches to education. Such approaches must not only arrest the damaging effects of the pandemic but go further to create a culturally responsive³ educational environment where every student has equitable access to high-quality instruction, resources, tools, opportunities and supports for educational excellence.

“

We need to learn how to be more flexible in meeting (ESOL) learner's needs.”

Source: Focus Groups

The health, safety and equitable support of students, staff and families remain at the forefront of PGCPs operating decisions as the shift toward a post-pandemic environment becomes more promising. On June 8, 2021, PGCPs Chief Executive Officer Dr. Monica Goldson confidently announced plans for the 2021-22 academic year in Prince George's County Public Schools. The district welcomed most students back to classrooms for full-time, in-person learning beginning in the fall of SY22. In addition, a limited virtual learning program and new Online Campus were options for families, revealing the district's commitment to serve targeted student/family needs with the implementation of innovative solutions.

²Ben Cardin, Senator, MD (March 2, 2021) Cardin, Boozman Spotlight Global Crisis in Education Due to COVID-19 Pandemic Press Release <https://www.cardin.senate.gov/newsroom/press/release/cardin-boozman-spotlight-global-crisis-in-education-due-to-covid-19-pandemic>

³Cite Zaretta Hammond, Culturally Responsive Teaching and the Brain

Percent of staff and parents who agree or strongly agree that the district ...

Attracts high-quality teachers

49% Staff

43% Parents

Retains high-quality teachers

39% Staff

41% Parents

Source: Culture and Climate Parent Survey

High-Performing Workforce

Stakeholders acknowledge and emphasize the important role that teachers, leaders and staff play in supporting the district's strategic goals. They highlight the following key areas as priorities for creating a transformational workforce.

Attracting, Developing and Retaining High-Quality Teachers

Historically, PGCPs has been plagued with a number of resource staffing challenges. Chronically high teacher attrition is one such challenge. Teacher attrition has hovered around 13% annually. Data indicate that PGCPs loses, on average, approximately 10% of its teaching workforce annually with about half (50.1%) of the vacancies resulting from resignations to positions in neighboring, higher-paying jurisdictions. Large class sizes, inadequate resources and limited instructional latitude are also reasons suggested by survey data and stakeholder feedback.

In the education economy, the inherent shortage of teachers nationwide is made even more challenging in PGCPs because Maryland schools of education have historically been unable to produce enough graduates to fill teacher vacancy demands each year. In addition, the number of undergraduates majoring in education in Maryland is falling.⁴

Thus, attracting, developing and retaining high-quality, highly-effective teachers in the district is a top priority for stakeholders.

Professional development for building teachers' skills and providing students with high-quality instruction are valued as critical success factors. Stakeholders viewed the district's current professional development opportunities as a strength, while the retention of high-quality teachers was identified as an area for improvement for the district.

Supporting Effective Leadership Practices

In the Strategic Planning and Equity Diagnostic Survey, nearly half (49%) of all staff respondents cited the development and placement of effective school and district leaders as a top priority. Also highlighted is the need for stronger connections between district leaders and school-level issues and concerns as well as a greater understanding of staff perspectives in district decision-making.

In addition, stakeholder feedback from strategy validation sessions emphasized the need for leadership standards, expanded professional learning opportunities and career development pathways for support personnel and central office staff.

Continued Focus on Diversity, Equity and Inclusion

Stakeholders value the district's current efforts to support staff and student Diversity, Equity, and Inclusion (DEI) and view this as a priority for continued focus and growth. Substantial emphasis is placed on the importance of providing all staff with broader access to DEI-related trainings to ensure the systemic success of DEI initiatives.



Our number one goal is to make sure we have a quality educator in front of everyone."

Source: Focus Groups

⁴Editor. (03-Sept., 2019). Maryland teachers are fleeing the profession for more prestigious fields. How one plan aims to fix that. The Baltimore Sun, Education. <https://www.baltimoresun.com/education/bs-md-teacher-turnover-20190903-fk72wh2w4vbcfiyxwprhdxzvzy-story.html>

School Safety and Support

Stakeholders believe that a safe and supportive environment is an important foundation for student academic learning and success. Data highlight the following areas as important for creating a safe and supportive environment.

Social-Emotional, Mental Health and Well-Being

Stakeholders believe that the district should plan for deep and lasting impacts related to COVID-19 on student and staff mental health and well-being.

Availability, access, and acceptance of social-emotional and mental health and well-being support for both students and staff is highlighted as a top priority and an area for district improvement consistently noted by many stakeholders. Stakeholders further perceive inclusion of family supports as a priority toward ensuring a safe and healthy learning environment beyond the schoolhouse.

Percent of students who agree or strongly agree that their school provides enough resources and support for...

Students' mental health and well-being

44%

Source: Strategic Plan and Equity Student Survey

Percent of staff who feel the district does not meet expectations in...

Addressing staff mental health & well-being

41%

Addressing students' mental health & well-being

31%

Developing students' social-emotional skills

30%

Source: Culture and Climate Parent Survey

Welcoming and Inclusive Climate and Culture

The creation of a positive culture and climate that is welcoming and inclusive to individuals from all backgrounds is a top priority for PGCPS. In the Strategic Planning and Equity Diagnostic Survey, 97% of respondents rank creating a positive culture where all feel welcome as medium or high priority.

Stakeholders also highlight parent involvement in student learning and schools as a high priority. Consistent with the challenges exacerbated by the pandemic, some stakeholders identified parent involvement in student learning as an area of relatively lower performance in PGCPS and one in need of improvement.

Community-Building and Collaboration

Stakeholders believe that schools should prioritize the creation of a strong sense of community to support inclusiveness and collaboration. They highlight both the parent community and internal staff community as important components of a supportive environment. Additionally, community partnerships are prioritized for providing resources to students and their families.



Success for some of my parents is knowing that the school is the place that I can go to for any and everything that I need."

Source: Focus Groups

Operational Effectiveness

Stakeholders understand the importance of ensuring ongoing enhancements to both the physical infrastructure as well as operational aspects of the district. The following often-interrelated themes emerged across stakeholder groups.

Ensuring Equitable and Efficient Funding

- Stakeholders view equitable funding as a top priority area. Similarly, they highlight the need for a greater focus on ensuring funding for programs and resources that support historically disadvantaged students. While stakeholders highlight some initial successes in funding to support greater student equity, they see this as an area for continued focus and work.

- Efficiency in budgeting is also a priority among stakeholders. Some view district leaders' management of the district budget as an area for improvement while leaders themselves highlight this as a top priority area.

Goal-Setting, Assessment and Monitoring

Stakeholders are largely satisfied with, but also continue to prioritize, the district's work to set and monitor goals and assess and evaluate outcomes. School and district leaders rank setting long-term goals and objectives that reflect a commitment to equity and fairness, establishing, and monitoring performance measures as among their top leadership priorities. Staff similarly rank long-term goals that reflect equity and fairness as among their top priorities.

Addressing Site-Level Inequities

Stakeholders see a need for the district to address inequities found across school sites, including those related to building quality and renovations, technology access, and student access to instructional programming. Some view this as an area of recent improvement as well.

Transformation in PGCPs is already underway. Recovery from learning disruptions stemming from the global pandemic, stabilizing and resuming enrollment growth and student engagement, addressing systemic equity and disproportionality challenges exposed by the global health crisis, and increasing safety, well-being supports for students and staff are the current and future priorities. Further enhancing the facility and technology infrastructure, sustaining its



The fact that the district has committed to [funding] language access is a huge equity step for our district."

Source: Focus Groups

1:1 student/computer ratio, and strengthening workforce development resources and supports required to deliver collectively a quality educational experience summarize the current climate and strategic journey ahead for PGCPs.

PGCPs Strategic Path Forward

Notwithstanding our challenges, we have many strengths, efforts already underway, and numerous opportunities on the horizon to reverse the declining achievement trends, eradicate barriers to equity, transform our educational environment. Together, we will improve our strategic position to prepare generations of distinguished leaders and learners to realize their dreams in a world we all envision.

The PGCPs Strategic Framework (FIGURE 2) emerged from this planning work and formed the foundation of this strategic plan.

Prioritizing, addressing and overcoming our challenges will require steadfast focus, collaboration, transformational leadership and a culture of organizational learning as we execute the plan and broad strategies outlined in this framework.

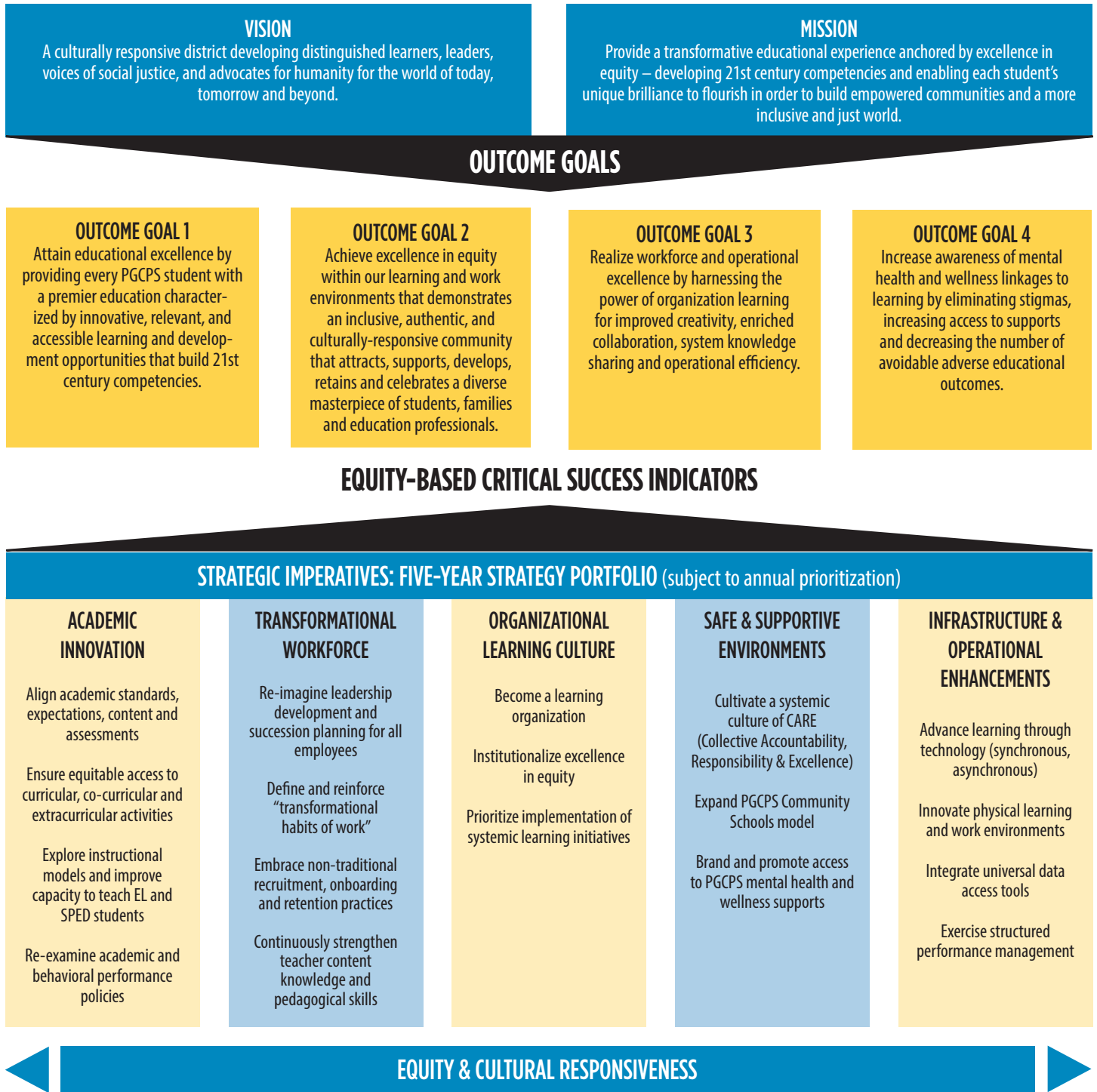


Make sure that all students have effective, working technology."

Source: Focus Groups

The PGCPs Strategic Framework

FIGURE 2: PGCPs Strategic Framework



PGCPS' vision, mission and core values are the compass by which all actions are guided. They embody the ideals to which PGCPS is ultimately held accountable.

Vision

The vision is an image of a desired future reality. It presents the state of the environment when PGCPS has successfully fulfilled its mission. The vision is a direct reflection of PGCPS' desire for its students, staff, schools, community and the broader society.

We are deliberately embarking on a journey of transformation where success is defined by ensuring every PGCPS student is able to achieve at or above standards and is inspired to realize their unique talents and individual pathways to success.

This vision paints a future of equity and justice where all stakeholders, regardless of background or experiences, have access to a broad array of relevant educational opportunities, high-quality learning environments and holistic support systems that empower them to succeed. It reflects a work environment where employees are fulfilled and empowered to innovate and all persons are respected and inspired to excellence in carrying out the mission.

Mission

Clarity of purpose is the first step toward transformation. Knowing what is to be achieved must first be preceded by an understanding of the reason we exist.

The mission or purpose statement defines the scope of our work and communicates to its internal and external stakeholders what it hopes to contribute to society by carrying out its mission. The mission answers the following questions:

- What do we do?
- For whom do we do it?
- How do we do it?
- What do we hope to achieve?

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. Equally important is the commitment of PGCPS to foster physically and psychologically safe environments that support and empower the collective stakeholder community. 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. PGCPS will harness the vast resources of the entire Prince George's County community to partner in executing this mission and realizing the vision of more just and thriving global communities.

Outcome Goals

PGCPS has established four aspirational goals that describe the desired outcomes of transformation. These goals collectively serve as the "North Star" for PGCPS by which priorities will be set and progress will be monitored and reported.

Outcome 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.

Outcome 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 education professionals.

Outcome 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.

Outcome 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.

Theory of Action

Conceptually integrated into the Strategic Framework, PGCPs' Theory of Action is multi-dimensional in nature and declares that we:

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

Strategic Imperatives

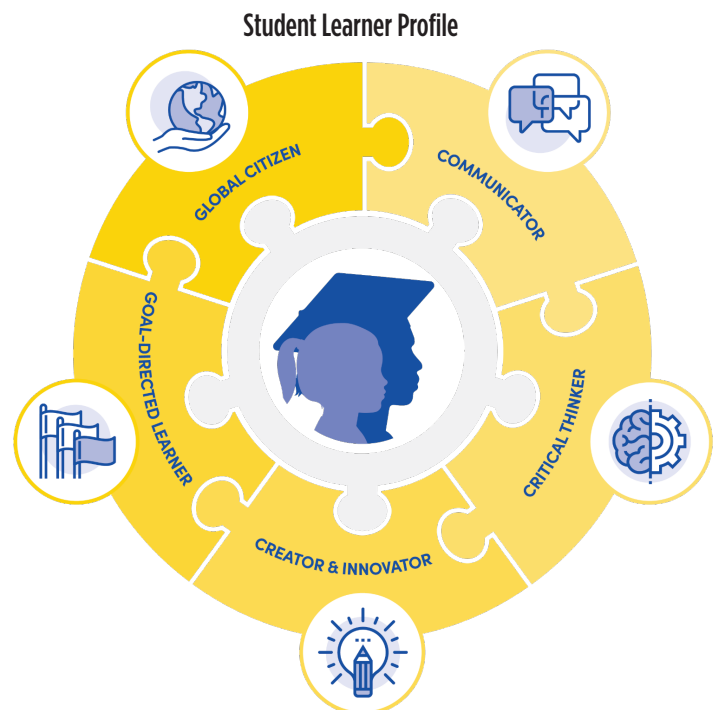
Throughout the planning process, stakeholder voice, research and empirical data trend analyses highlighted the strengths, priorities, challenges and opportunities that must be the priorities of PGCPs to achieve its vision of transformation. The data highlighted five strategic imperatives that will guide the work of PGCPs over the next five-year time horizon. Descriptions of these strategic imperatives and the strategies that have been prioritized within each for this planning period are presented as follows.

Academic Innovation

Foundational to our outcome goal of educational excellence is this strategic imperative. PGCPs must re-imagine 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.

Essential to understanding this imperative is PGCPs' Student Learner Profile. The Student Learner Profile gives definition and meaning to why academic innovation is vital to our mission. It describes the 21st century attributes and skills we want for all students to thrive in a dynamic, complex, global community. We believe these attributes are as important for our students as their learning of core academic content to ensure they are ready for their futures. Students in PGCPs are:

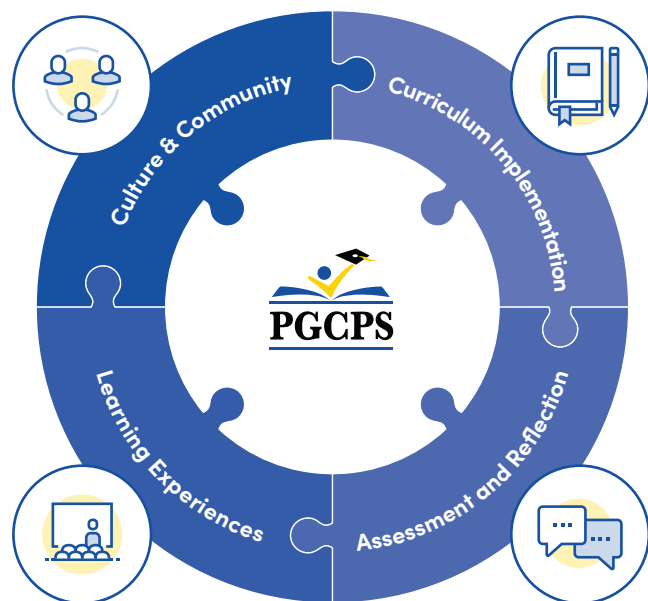
- Global Citizens
- Communicators
- Critical Thinkers
- Creative and Innovative Thinkers
- Goal-Directed Learners



Equally important for implementing the Academic Innovation imperative is the Instructional Framework which translates our "why" into our "how." Our Instructional Framework provides the blueprint for culturally responsive learning experiences throughout PGCPs that provide our students with opportunities to grow in the skills and attributes captured within the Learner Profile. It defines our expectations for instruction and provides a framework for consistently planning and implementing evidence-based practices in all grade levels, classrooms, and content areas. The Instructional Framework includes:

- Culture and Community;
- Curriculum Implementation;
- Learning Experiences; and
- Assessment and Reflection.

Instructional Framework



With our Student Learner Profile and Instructional Framework at the center of our work, the following strategies are prioritized for this strategic imperative:

Align academic standards, expectations, content and assessments

Improve students' overall performance on formal assessments through innovative content, targeted needs-based instruction and supportive programs aligned to learning standards, problem-solving skills and critical thinking competencies.

Explore instructional models and improve capacity to teach EL and SPED students

Confront the barriers to implementing strong co-teaching models with ESOL and non-ESOL certified instructors to maximize the outcomes of high-yield and research-informed practices.

Ensure equitable access to curricular, co-curricular and extracurricular activities

Enable opportunity by expanding access to specialty programs and lottery-admission schools for underrepresented student groups. Develop co-curricular activities that encourage collaborative student, staff and community engagement, including lottery-admission schools.

Re-examine academic and behavioral performance policies

Review and refine academic and behavioral performance policies to enable equitable application, encourage improved student achievement and reinforce positive behavioral outcomes.

Transformational Workforce

PGCPS will attract, develop, support and retain a highly competent workforce of culturally responsive employees empowered to inspire and pursue excellence, promote creativity, stimulate critical thinking, and serve as agents of change for our students and for one another. The following strategies are prioritized to address this imperative:

Re-imagine leadership development and succession planning

Establish relevant leadership development pathways and mentorship supports for ongoing professional development and upward mobility of all employees.

Define and reinforce "transformational habits of work"

Define standards for transformational work behaviors and "distributed leadership" (Heifetz, 2009⁵), provide developmental opportunities, career pathways and positive reinforcement for all employees.

Embrace non-traditional recruitment, onboarding and retention practices

Employ non-traditional methods, target untapped sources and design innovative approaches to attract, develop and retain high-quality employees representative of the cultural diversity of our PGCPS community.

Continuously strengthen teacher content knowledge and pedagogical skills

Continuously strengthen the quality of instructional practice through effective coaching, evaluation and professional development to support continuous learning and improvement of practice.

Organizational Learning Culture

Foster an environment of open collaboration, critical thinking and creation of alternative ideas. Embrace tolerance for the process of continuous learning, knowledge application, structured evaluation and routine reflection for continuous improvement.

Become a learning organization

Engage in active learning processes that enable individuals to become skilled at creating, acquiring and transferring knowledge that results in shared purpose. Cultivate tolerance, foster open discussion and equip employees to think holistically and systemically to adapt to the unpredictable with greater ease.

⁵Heifetz, R. A., Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.



Institutionalize excellence in equity

Develop a mindset of equity in the daily operating norms of all organizational systems, processes, decisions, communications and interactions. Extend the concept of equity from conversations to actionable behaviors.

Prioritize implementation of systemic learning initiatives

Develop clear, integrated and disciplined processes and accountability for the launch, delivery, interpretation, adoption and evaluation of systemic learning initiatives.

Safe and Supportive Environments

Provide safe environments that foster a culture of care and a climate of mutual respect, cultural responsiveness, and attentiveness to the overall physical and psychological well-being of every PGCPs student, family member and employee. The following strategies are prioritized to address this imperative:

Cultivate a systemic culture of CARE (Collective Accountability, Responsibility and Excellence)

Maintain a welcoming, respectful and efficient environment in which all stakeholders understand, are accountable for and take pride in their contributions to PGCPs goals and objectives.

Expand PGCPs Community Schools model

Establish a regular dialog among school staff, students and families that creates a climate of shared understanding and addresses opportunities for and barriers to productivity, scholarship and advocacy.

Brand and promote access to PGCPs mental health and wellness supports

Organize and distinctly market PGCPs' diverse and robust portfolio of mental health and wellness resources to enhance awareness, improve accessibility and mitigate skepticism of use.

Infrastructure and Operational Enhancements

Equitably provide students and staff the systems, facilities, technology, financial resources, organizational structures and support services that foster a positive learning and working environment. The following strategies are prioritized to address this imperative:

Advance learning through technology (synchronous, asynchronous)

Improve access to and use of relevant, evidence-based technologies (hardware and software) to enhance and support all learning environments for students and employees.

Innovate physical learning and work environments

Enhance, construct, upgrade and maintain physical learning and work environments that maximize safety, facilitate learning, invite collaboration and encourage productivity.

Integrate universal data access tools

Provide employees ease of access to quality data and integrated tools that allow informed and focused teaching, learning, problem-solving and decision-making.

Exercise structured performance management

Adopt a common approach in the use of data to inform and effectively guide prioritization, goal-setting, implementation, monitoring and evaluation of improvement strategies.

Assure equitable resource allocation

Align resources to strategic priorities and ensure distribution is equitable, efficient and effective.

Holding Ourselves Accountable

Critical Success Indicators

Strategic planning helps PGCPs achieve organizational alignment, connects our stakeholders to a shared purpose and addresses areas for improvement; however, to implement a successful strategic plan, a process to effectively operationalize goals and strategies and take clear steps to monitor performance and success is required.

For this strategic plan, Critical Success Indicators (CSIs) have been established to monitor progress toward achieving the outcome goals established in this plan. At the start of our strategic planning process, Hanover Research (Hanover), in partnership with PGCPs, completed an Equity KPI Benchmarking project. This benchmarking effort provided PGCPs with a preview of various types of indicators, insights and approaches to measuring equity-based strategic plans in similar school districts across the country.

This earlier benchmarking study was re-examined in the context of the new PGCPs Strategic Framework and informed the CSIs initially drafted by PGCPs as foundational indicators for this plan. Further leveraging Hanover's experience with K-12 strategic planning and research of common and best practices for plan monitoring indicator selection, an expanded list of CSIs was developed and organized based on PGCPs' Outcome Goals and Strategic Imperatives. Final CSIs were selected based on the following best practice criteria:

PGCPs CSIs should be...

- Aligned with strategic plan core themes and goals.
- Realistic & optimized based on best practices and current baseline.
- Easily measurable and analyzed with quantifiable data.
- Clear and easily understandable by stakeholders.
- Able to show change over time toward benchmark goal.
- Comparable with previous metrics, as possible and relevant.

Source: Hanover Research

Each of the four outcome goals in the PGCPs Strategic Framework is comprised of multiple components – making the identification and selection of only a few measures to track progress comprehensively and accurately nearly impossible. In examining the complex combination of factors through an equity lens, the planning process yielded over 100 measures that must be systemically addressed to achieve the desired outcome goals. In light of this vast number of discrete measures, a multi-layered or tiered approach to structuring and managing PGCPs CSIs is proposed. Tiered CSIs allow for progress monitoring at various levels of tracking granularity – ranging from high-level systemic indicators to detailed measures that address specific and targeted areas of improvement.

Chart A (page 20) presents an illustrative example of how the proposed CSI tiered structure will be implemented. Each outcome goal is defined in terms of the primary components of improvement. For each component, Tier 1 CSIs (high-level) are defined and are prioritized as key indicators of outcome-related success for the Goal over the course of this Strategic Plan. If appropriate, Tier 1 CSIs may expand into a series of lower-level measures. Tier 2 and Tier 3 level CSIs may measure a specific student population or be monitored and acted upon more frequently at milestone intervals to gauge interim progress toward the higher-level Tier 1 outcome-oriented indicators.

This structure forms a transparent and comprehensive progress monitoring system of indicators for this PGCPs five-year strategic plan. This CSI structure will be developed and managed using a centralized system (e.g., a data dashboard) to house Year 1 baseline CSIs, targets and updates on a scheduled basis for ongoing monitoring toward targets. The tiered structure further enables users to explore and analyze progress indicators at various levels of detail that best meet their inquiry need.

Details of Tier 1 indicators and descriptions are presented here by Outcome Goal. The full list of CSIs (nested by Tiers 1, 2 and 3) are included in the Appendix. Annual and milestones targets for each CSI are under development by a collaborative team of performance management staff and data analysts.

CHART A: Example of CSI Tier Structure

OUTCOME GOAL	COMPONENT	TIER 1 CSI	TIER 2 CSI	TIER 3 CSI
Educational Excellence	Aligning Curriculum, Instruction and Assessment with Standards	Equity-Based Curriculum Standards	<ul style="list-style-type: none"> Standards-Aligned Instruction Standards-Aligned Assessments 	<ul style="list-style-type: none"> Standards-Related Professional Learning Participation Standards-Related Professional Learning Satisfaction Subject Area Professional Learning Participation Subject Area Professional Learning Satisfaction
	Improving Educational Outcomes	<ul style="list-style-type: none"> ELA Proficiency Math Proficiency 	<ul style="list-style-type: none"> Kindergarten Readiness Attendance On-Time Graduation 	--
	Narrowing Achievement Gaps	<ul style="list-style-type: none"> ELA Proficiency Gaps Math Proficiency Gaps 	<ul style="list-style-type: none"> EL Progress EL Reclassification Student with Disabilities Progress 	<ul style="list-style-type: none"> Supports for ELs EL Related Professional Learning Participation EL Related Professional Learning Satisfaction EL Instructional Practices Supports for Students with Disabilities Supports for Struggling Students
	Increasing College and Career Readiness	Postsecondary Preparedness	<ul style="list-style-type: none"> Career Readiness College Readiness 	College Preparatory Coursework Participation

Tier 1 Critical Success Indicators

Outcome Goal 1: Educational Excellence

Provide every PGCPs student with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21st century competencies.

Achievement of this outcome goal hinges on the district’s focus on four components, namely:

- 1) Aligning Curriculum, Instruction and Assessment with Standards
- 2) Improving Educational Outcomes
- 3) Narrowing Achievement Gaps
- 4) Improving College and Career Readiness

Tier 1 CSIs for outcome Goal 1 by each goal component are:

OUTCOME GOAL	COMPONENT	TIER 1 CSI	DESCRIPTION
Educational Excellence	Aligning Curriculum, Instruction and Assessment with Standards	Equity-Based Curriculum Standards	Percentage of core curriculum that reflects Hammond’s Ready for Rigor Framework for Culturally Responsive Teaching
	Improving Educational Outcomes	ELA Proficiency	Percentage of students meeting (Level 4) or exceeding (Level 5) grade-level ELA proficiency standards
		Math Proficiency	Percentage of students meeting (Level 4) or exceeding (Level 5) grade-level Mathematics proficiency standards
	Narrowing Achievement Gaps	ELA Proficiency Gaps	Differences in ELA proficiency rates across student groups based on gender, race/ethnicity, English learner status, disability status and socioeconomic status Student with Disabilities Progress
		Math Proficiency Gaps	Differences in Mathematics proficiency rates across student groups based on gender, race/ethnicity, English learner status, disability status and socioeconomic status
Increasing College and Career Readiness	Postsecondary Preparedness	Percentage of stakeholders agreeing that [their school/the district] prepares students for success in college or a career	

Outcome Goal 2: Excellence in Equity

Our learning and work environments demonstrate an inclusive, authentic and culturally responsive community that attracts, supports, develops, retains and celebrates a diverse masterpiece of students, families and education professionals.

Achievement of this outcome goal hinges on the district’s focus on three components, namely:

- 1) Creating Inclusive, Culturally Responsive Learning Environments
- 2) Creating Inclusive, Culturally Responsive Work Environments
- 3) Creating Inclusive, Culturally Responsive Culture and Climate

Tier 1 CSIs for outcome Goal #2 by each goal component are:

OUTCOME GOAL	COMPONENT	TIER 1 CSI	DESCRIPTION	
Excellence in Equity	Creating Inclusive, Culturally Responsive Learning Environments	Equitable Talented and Gifted Identification	Percentage of students in a given group identified as Talented and Gifted compared with that group’s share of enrollment	
		Equitable Advanced Course Enrollment	Percentage of students in a given group enrolled in at least one advanced course (e.g., honors, AP, etc.) compared with that group’s share of enrollment	
		Attendance	Percentage of students in a given group who are chronically absent compared with that group’s share of enrollment	
		Disciplinary Incidents	Percentage of students in a given group with at least one disciplinary incident compared with that group’s share of enrollment	
		Suspensions	Percentage of students in a given group who receive at least one in-school or out-of-school suspension compared with that group’s share of enrollment	
	Creating Inclusive, Culturally Responsive Work Environments	Workforce Diversity		Percentage of instructional staff from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students
				Percentage of non-instructional staff from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students
		Leadership Diversity	Percentage of administrators from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students Number of internationally trained and Latinx administrators/APs deployed to schools in which English learners and newcomers account for at least 15 percent of enrollment	
	Creating Inclusive, Culturally Responsive Culture and Climate	Diverse Employee Retention		Percentage of diverse employees retained (or percentage of diverse employees lost due to attrition)
		Equitable Climate		PGCPS Equity Index (to be determined pending statistical analysis)
		Diverse Climate		Percentage of stakeholders agreeing that [their school/their child’s school/district schools] support [students/family/staff] from diverse backgrounds
		Inclusive Climate		Percentage of stakeholders agreeing that the district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds

Outcome Goal 3: Workforce/Operational Excellence

Harness the power of organizational learning for improved creativity, enriched collaboration, systemic knowledge sharing and operational efficiency.

Achievement of this outcome goal hinges on the district's focus on four components, namely:

- 1) Improving Operational Efficiency
- 2) Realizing Operational Excellence
- 3) Improving Creativity, Collaboration and Knowledge Sharing
- 4) Realizing Workforce Excellence

Tier 1 CSIs for outcome Goal #3 by each goal component are:

OUTCOME GOAL	COMPONENT	TIER 1 CSI	DESCRIPTION
Workforce/ Operational Excellence	Improving Operational Efficiency	Facility Maintenance Efficiency (within 30 days)	Percentage of maintenance requests completed within 30 days
		School Internet Access Equity	Percentage of schools with sufficient Internet bandwidth (Five or fewer days that peak daily Internet usage reaches more than 75% of the standard available bandwidth for five minutes or longer)
		Technology Device Equity	Percentage of students with PGCPs-issued personal computing devices aged two years or newer
	Realizing Operational Excellence	Facility Maintenance Satisfaction	Percentage of stakeholders agreeing that their school/building is well-maintained
		Learning Environment Satisfaction	Percentage of stakeholders agreeing that their school has classroom environments that support student learning (e.g., size, temperature, lighting)
	Improving Creativity, Collaboration and Knowledge Sharing	Workforce Collaboration	Percentage of employees agreeing that [their school/the district] provides opportunities for them to collaborate with colleagues
		Workforce Innovation	Percentage of employees agreeing that [their school/the district] encourages them to innovate Number of ideas identified and implemented through Innovation Incubators
	Realizing Workforce Excellence	Employee Retention	Percentage of employees retained (Employees who did not leave the district due to retirement, resignation or termination)
		Employee Retention - Teachers	Percentage of teachers retained (Teachers who did not leave the district due to retirement, resignation or termination)
		Workforce Development	Percentage of employees who complete voluntary systemic professional learning opportunities Percentage of employees satisfied with opportunities for professional growth and mobility

Outcome Goal 4: Mental Health & Wellness

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.

Achievement of this outcome goal hinges on the district’s focus on four components, namely:

- 1) Increasing Awareness of Mental Health and Wellness Linkages to Learning
- 2) Eliminating Stigmas
- 3) Increasing Access to Supports
- 4) Decreasing Adverse Outcomes

Tier 1 CSIs for outcome Goal #4 by each goal component are:

OUTCOME GOAL	COMPONENT	TIER 1 CSI	DESCRIPTION
Mental Health & Wellness	Increasing Awareness of Mental Health and Wellness Linkages to Learning	SEL-Informed Instructional Practices	Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction
		Trauma-Informed Instructional Practices	Percentage of instructional staff agreeing that they are confident in their ability to deliver trauma-informed instruction
	Eliminating Stigmas	Attitudes about Mental Health and Wellness	Percentage of stakeholders who report that the frequency by which stigmas are observed/experienced surrounding use of mental health supports at school/work is “rare” or “never”
	Increasing Access to Supports	Usage (Student Supports)	Percentage of students using supports for student mental health and wellness
		Usage (Employee Supports)	Percentage of employees using supports for staff mental health and wellness
	Decreasing Adverse Outcomes	Student Mental Health and Wellness	Percentage of students who used one or more of the supports whose academic outcomes improved
			Percentage of students who used one or more of the supports whose behavioral outcomes (e.g., attendance, disciplinary incidents, suspension) improved
		Employee Mental Health and Wellness	Percentage of employees who used one or more of the supports agreeing that the support(s) improved their mental health and wellness (e.g., stress, coping skills)
	Safety	Percentage of stakeholders agreeing that [they/their child] feels safe at school/work	

Implementation and Progress Monitoring

This five-year strategic plan serves as the primary roadmap toward transformation for PGCPs. Outcome goals defined in this plan will be realized by our execution of annual specific, measurable, attainable, relevant and time-bound (S.M.A.R.T.) goals aligned to the strategic imperatives. Individual schools and office performance plans are developed annually, which support transformational improvement via the prioritized strategies. Deliberate progress monitoring practices, led by the Division of Accountability, are in place at every school, office, department and division level. In addition, the CEO conducts quarterly progress reviews of key strategic goals to monitor progress at the systemic level.

Operational execution and management of the Strategic Plan implementation is grounded in the PGCPs Coherence Framework. The Coherence Framework is a model that depicts the interrelationships of various dimensions of the school system's formula for transformation and serves as a blueprint for systems thinking, analysis, decision-making, prioritization and continuous improvement. By applying a performance management discipline toward transformative change, the school district is on course to realize its vision.

Tying It All Together

Having clear outcome goals, measurable critical success indicators, targets and agile strategies are essential to the success of this plan. In addition, focused implementation of the plan to realize transformation at every level of the organization requires a disciplined and cohesive approach to execution and progress monitoring. Annual goals, objectives, performance plans for every school and office, a disciplined process, accessible tools to measure and track progress, and an accountability system of monitoring are crucial elements for strategic implementation management.

Figure 3 illustrates the linkage and feedback loop of the key plans and reporting structures that guide, monitor and communicate our progress. This structured approach to planning, execution, progress monitoring and continuous improvement at every level of the organization provides a threefold benefit. First, it ensures that all students, regardless of their identify or their circumstances, have the opportunity to successfully matriculate in a culturally responsive and rigorous learning environment that leads every high school graduate to success in college, career, and/or their choice of life paths. Second, it empowers staff to be creative in their approach to demonstrating and achieving excellence. Third, it provides for a focused and cohesive approach to organizational learning and improvement that demonstrates sustained excellence, innovation and agility in an ever-changing environment.

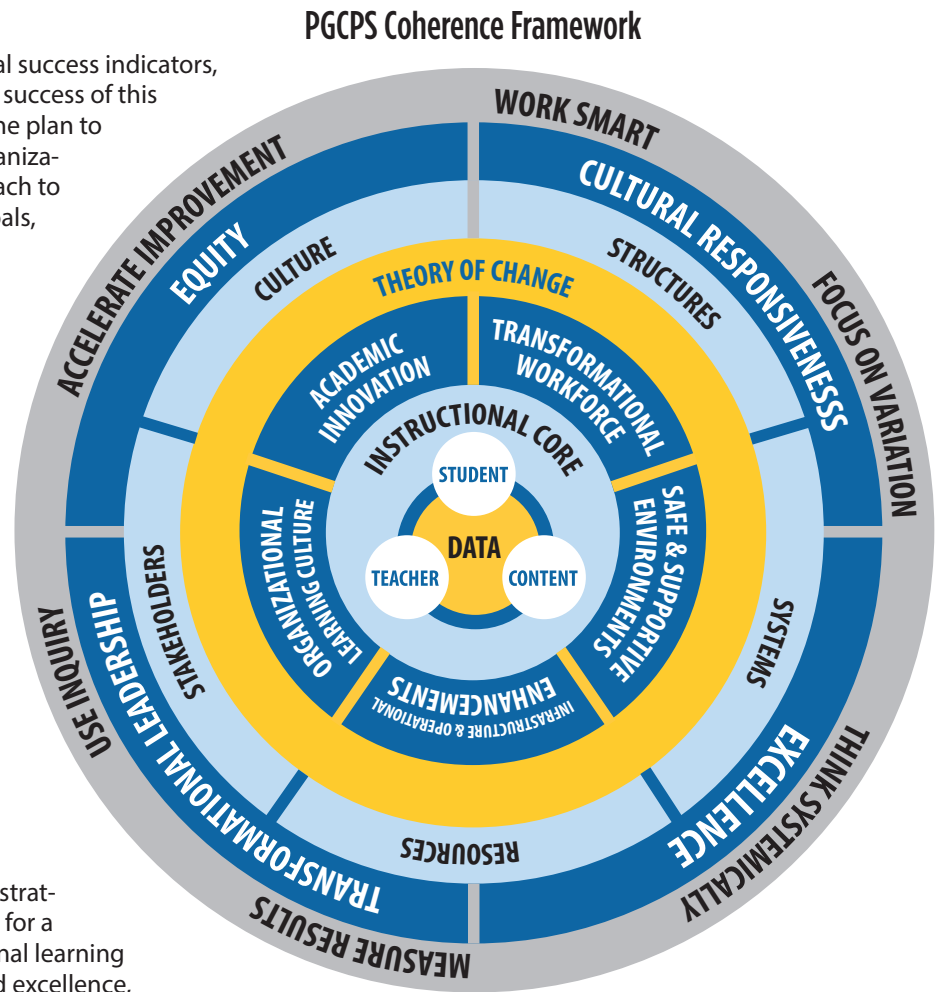
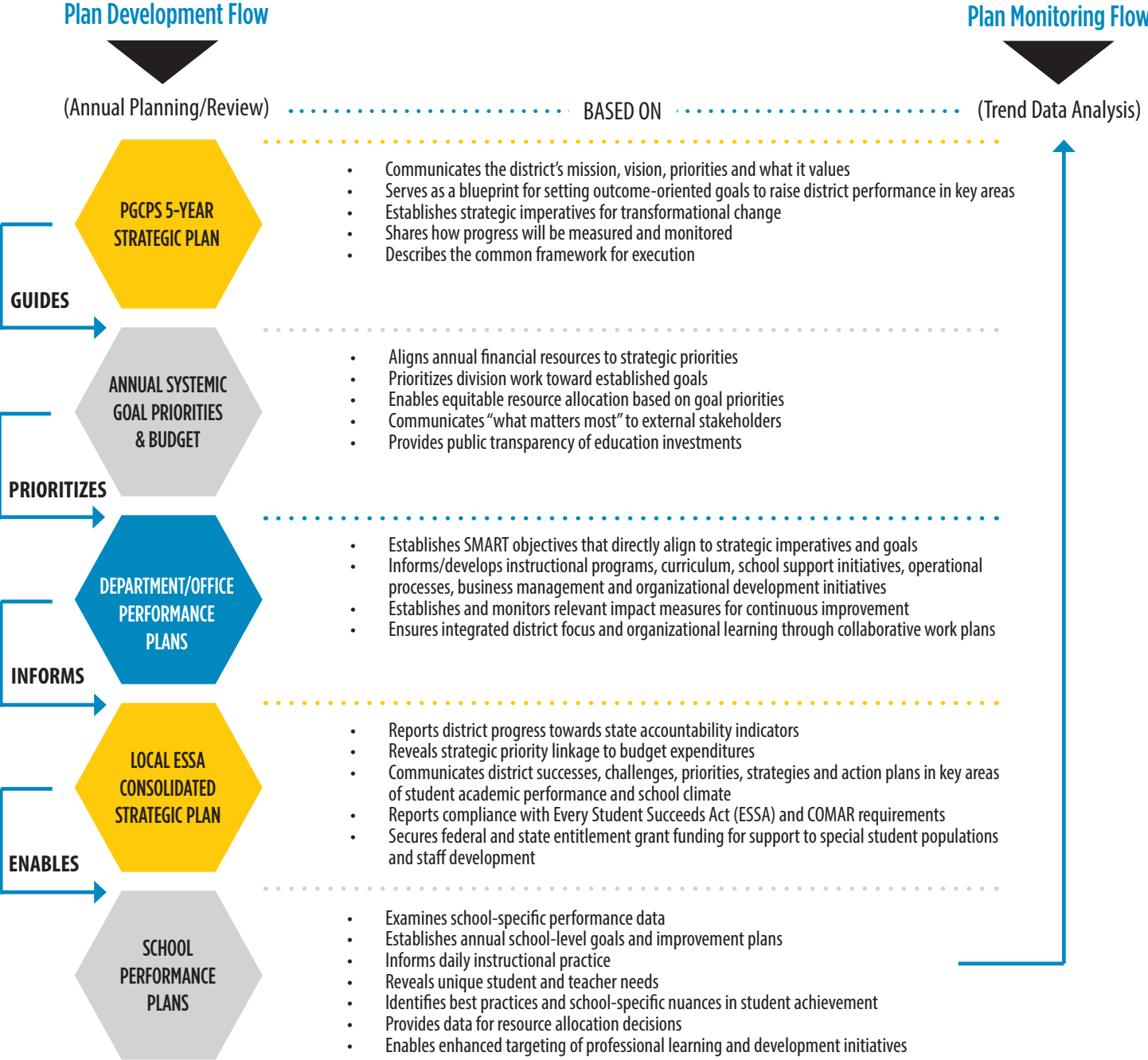


FIGURE 3: PGCPS Planning & Monitoring Structure



Conclusion

PGCPS is on the road toward transformation.

The strategic planning process commissioned by CEO Dr. Monica Goldson spurred this transformation journey and work is already underway toward our goals. Provoked by COVID-19, leadership's courage to seize the opportunity to emerge stronger from the pandemic emboldened our commitment to eliminate barriers to equity and ensure every student receives a distinguished and culturally responsive education to succeed and thrive.

This five-year strategic plan reinforces the direction, focus and investment priorities to which PGCPS is committed. It will enable district staff to use past learnings to inform current and future strategies and conquer challenges which remain.

Guided by its commitment to excellence and educational equity, PGCPS is confident that proven strategies executed in tandem with new creative and innovative approaches to teaching and learning – demanded by the current and evolving environment – will yield positive student outcomes in learning, achievement and holistic student development. A stronger, more agile PGCPS is emerging.

The entire community of PGCPS embodies a passion for excellence and equity in carrying out the mission of PGCPS. Disciplined execution, transparent and frequent progress monitoring, agile adaptation, and strategic resource investment is vital to our transformational success. PGCPS is poised and committed to working with all stakeholders to carry out its bold mission and provide all students with an environment in which they can innovate, thrive and excel toward bright futures. We take pride in charting the path toward thriving futures for our brilliant scholars, school district and communities. Together, we are #PGCPSstrong!



Appendix

PGCPS EQUITY STRATEGIC PLAN CRITICAL SUCCESS INDICATORS (CSI) STRUCTURE & DESCRIPTIONS

Outcome Goal #1: Educational Excellence

Provide every PGCPs student with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21st century competencies.

Achievement of this outcome goal hinges on the district’s focus on four components, namely:

- 1) Aligning curriculum, instruction, and assessment with standards;
- 2) Improving educational outcomes;
- 3) Narrowing achievement gaps, and
- 4) Improving college and career readiness.

The nested structure of Tier 1, 2 and 3 CSIs for outcome goal #1 (by goal component are):

Outcome Goal #1	Tier 1 CSIs	Tier 2 CSIs	Tier 3 CSIs
Educational Excellence	ALIGNING CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS		
	Equity-Based Curriculum Standards	<ul style="list-style-type: none"> Standards-Aligned Instruction Standards-Aligned Assessment 	<ul style="list-style-type: none"> Standards-Related Professional Learning Participation Standards-Related Professional Learning Satisfaction Subject Area Professional Learning Participation Subject Area Professional Learning Satisfaction
	IMPROVING EDUCATIONAL OUTCOMES		
	ELA Proficiency	<ul style="list-style-type: none"> Kindergarten Readiness Attendance On-Time Graduation 	--
	Math Proficiency		
	NARROWING ACHIEVEMENT GAPS		
	ELA Proficiency Gaps	<ul style="list-style-type: none"> EL Progress EL Reclassification Student with Disabilities Progress 	<ul style="list-style-type: none"> Supports for ELs EL-related Professional Learning Participation EL-related Professional Learning Satisfaction EL Instructional Practices Supports for Students with Disabilities Supports for Struggling Students
	Math Proficiency Gaps		
	INCREASING COLLEGE AND CAREER READINESS		
	Postsecondary Preparedness	<ul style="list-style-type: none"> Career Readiness College Readiness College Preparatory Coursework Performance 	<ul style="list-style-type: none"> College Preparatory Coursework Participation College Admissions Exam Participation

Outcome Goal #2: Excellence in Equity

Our learning and work environments demonstrate an inclusive, authentic, and culturally responsive community that attracts, supports, develops, retains, and celebrates a diverse masterpiece of students, families, and education professionals.

Achievement of this outcome goal hinges on the district’s focus on three components, namely:

- 1) Creating Inclusive, Culturally Responsive Learning Environments;
- 2) Creating Inclusive, Culturally Responsive Work Environments; and
- 3) Creating an Inclusive, Culturally Responsive Culture and Climate.

The nested structure of Tier 1, 2 and 3 CSIs for outcome goal #2 (by goal component are):

Outcome Goal #2	Tier 1 CSIs	Tier 2 CSIs	Tier 3 CSIs
Excellence in Equity	CREATING INCLUSIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS		
	Equity-Based Curriculum Standards	<ul style="list-style-type: none"> Diverse Instructional materials Diverse Instructional Practices Culturally Responsive Instructional Practices Equitable Course Access Co-curricular Activity Equity Extra-curricular Activity Equity Disciplinary Equity Equitable Access to Highly-Qualified Teachers Equitable Access to Experienced Teachers 	<ul style="list-style-type: none"> Co-Curricular Activity Participation Extra-Curricular Activity Participation Supports for ELs Supports for SWD Supports for Students from Low-Income Households
	Equitable Talented and Gifted Identification		
	Equitable Advanced Course Enrollment		
	Attendance		
	Disciplinary Incidents		
	Suspensions		
	CREATING INCLUSIVE, CULTURALLY RESPONSIVE WORK ENVIRONMENTS		
	Workforce Diversity	<ul style="list-style-type: none"> Equity-Related Professional Learning Satisfaction Culturally Responsive Professional Learning Satisfaction 	<ul style="list-style-type: none"> Equity-Related Professional Learning Participation Culturally Responsive Professional Learning Participation
	Leadership Diversity		
	Diverse Employee Retention		
	CREATING AN INCLUSIVE, CULTURALLY RESPONSIVE CULTURE AND CLIMATE		
	Equitable Climate	<ul style="list-style-type: none"> Connectedness Culturally Responsive Communication Resource Allocation Equity 	<ul style="list-style-type: none"> Adult-Student Relationships Student-Student Relationships Family Communication Family-School Relationships Family Engagement Opportunities Family Engagement Participation Family Engagement Barriers
Diverse Climate			
Inclusive Climate			

Outcome Goal #3: Workforce/Operational Excellence

Harness the power of organizational learning for improved creativity, enriched collaboration, systemic knowledge sharing, and operational efficiency.

Achievement of this outcome goal hinges on the district's focus on four components, namely:

- 1) Improving Operational Efficiency
- 2) Realizing Operational Excellence
- 3) Improving Creativity, Collaboration, and Knowledge Sharing
- 4) Realizing Workforce Excellence

The nested structure of Tier 1, 2 and 3 CSIs for outcome goal #3 (by goal component are):

Outcome Goal #3	Tier 1 CSIs	Tier 2 CSIs	Tier 3 CSIs
Workforce/ Operational Excellence	IMPROVING OPERATIONAL EFFICIENCY		
	Facility Maintenance Efficiency (within 30 days)	<ul style="list-style-type: none"> Facility Maintenance Efficiency (average days) Home Internet Access Equity 	--
	School Internet Access Equity		
	Technology Device Equity		
	REALIZING OPERATIONAL EXCELLENCE		
	Facility Maintenance Satisfaction	<ul style="list-style-type: none"> Facility Maintenance Quality Facility Modernization 	--
	Learning Environment Satisfaction		
	IMPROVING CREATIVITY, COLLABORATION, AND KNOWLEDGE SHARING		
	Workforce Collaboration	<ul style="list-style-type: none"> Professional Learning Satisfaction 	<ul style="list-style-type: none"> Professional Learning Participation
	Workforce Innovation		
	REALIZING WORKFORCE EXCELLENCE		
	Employee Retention	<ul style="list-style-type: none"> Employee Onboarding Teacher Credentials Teacher Experience Workforce Development 	<ul style="list-style-type: none"> Applicant Pool Applicant Credentials Applicant Experience
	Employee Retention - Teachers		
Workforce Development			

Outcome Goal #4: Mental Health & Wellness

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.

Achievement of this outcome goal hinges on the district's focus on four components, namely:

- 1) Increasing Awareness of Mental Health and Wellness Linkages to Learning
- 2) Eliminating Stigmas
- 3) Increasing Access to Supports
- 4) Decreasing Adverse Outcomes

The nested structure of Tier 1, 2 and 3 CSIs for outcome goal #4 (by goal component are):

Outcome Goal #4	Tier 1 CSIs	Tier 2 CSIs	Tier 3 CSIs
Mental Health & Wellness	INCREASING AWARENESS OF MENTAL HEALTH AND WELLNESS LINKAGES TO LEARNING		
	SEL-Informed Instructional Practices	<ul style="list-style-type: none"> Knowledge of Linkages Between Mental Health and Student Learning 	<ul style="list-style-type: none"> Mental Health-Related Professional Learning Satisfaction Mental Health-related Professional Learning Participation
	Trauma-Informed Instructional Practices		
	ELIMINATING STIGMAS		
	Attitudes about Mental Health and Wellness	--	--
	INCREASING ACCESS TO SUPPORTS		
	Usage (Student Supports)	<ul style="list-style-type: none"> Access (Student Supports) Stakeholder Satisfaction (Student Supports) Stakeholder Satisfaction (Employee Supports) 	<ul style="list-style-type: none"> Stakeholder Awareness (Student Supports) Student Identification Student Referral Stakeholder Awareness (Employee Supports)
	Usage (Employee Supports)		
	DECREASING ADVERSE OUTCOMES		
	Student Mental Health and Wellness	<ul style="list-style-type: none"> Impact (Student Supports) Academic Impact (Student Supports) Behavioral Impact (Student Supports) Bullying 	--
	Employee Mental Health and Wellness		
Safety			

TIER ONE (1) CSIs

Strategic Outcome Goal	Tier 1 CSI	Description
EDUCATIONAL EXCELLENCE	ALIGNING CURRICULUM, INSTRUCTION, AND ASSESSMENT WITH STANDARDS	
	Equity-Based Curriculum Standards	Percentage of core curriculum that reflects Hammond’s Ready for Rigor Framework for Culturally Responsive Teaching
	IMPROVING EDUCATIONAL OUTCOMES	
	ELA Proficiency	Percentage of students meeting (Level 4) or exceeding (Level 5) grade-level ELA proficiency standards
	Math Proficiency	Percentage of students meeting (Level 4) or exceeding (Level 5) grade-level Mathematics proficiency standards
	ELA Proficiency Gaps	Differences in ELA proficiency rates across student groups based on gender, race/ethnicity, English learner status, disability status, and socioeconomic status
	Math Proficiency Gaps	Differences in Mathematics proficiency rates across student groups based on gender, race/ethnicity, English learner status, disability status, and socioeconomic status
	INCREASING COLLEGE AND CAREER READINESS	
Postsecondary Preparedness	Percentage of stakeholders agreeing that [their school/the district] prepares students for success in college or a career	
EXCELLENCE IN EQUITY	CREATING INCLUSIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS	
	Equitable Talented and Gifted Identification	Percentage of students in a given group identified as Talented and Gifted compared with that group’s share of enrollment
	Equitable Advanced Course Enrollment	Percentage of students in a given group enrolled in at least one advanced course (e.g., honors, AP, etc.) compared with that group’s share of enrollment
	Attendance	Percentage of students in a given group who are chronically absent compared with that group’s share of enrollment
	Disciplinary Incidents	Percentage of students in a given group with at least one disciplinary incident compared with that group’s share of enrollment
	Suspensions	Percentage of students in a given group who receive at least one in-school or out-of-school suspension compared with that group’s share of enrollment
	CREATING INCLUSIVE, CULTURALLY RESPONSIVE WORK ENVIRONMENTS	
	Workforce Diversity	Percentage of instructional staff from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students
		Percentage of non-instructional staff from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students
	Leadership Diversity	Percentage of administrators from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students
		Number of internationally trained and Latinx administrators/APs deployed to schools in which English learners and newcomers account for at least 15 percent of enrollment
	Diverse Employee Retention	Percentage of diverse employees retained (or percentage of diverse employees lost due to attrition)
	CREATING AN INCLUSIVE, CULTURALLY RESPONSIVE CULTURE AND CLIMATE	
	Equitable Climate	PGCPS Equity Index (to be determined pending statistical analysis)
	Diverse Climate	Percentage of stakeholders agreeing that [their school/their child’s school/district schools] support [students/family/staff] from diverse backgrounds
Inclusive Climate	Percentage of stakeholders agreeing that the district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds	
WORKFORCE AND OPERATIONAL EXCELLENCE	IMPROVING OPERATIONAL EFFICIENCY	
	Facility Maintenance Efficiency (within 30 days)	Percentage of maintenance requests completed within 30 days
	School Internet Access Equity	Percentage of schools with sufficient Internet bandwidth (5 or fewer days that peak daily internet usage reaches more than 75% of the standard available bandwidth for five (5) minutes or longer)
	Technology Device Equity	Percentage of students with PGCPS-issued personal computing devices aged two years or newer
	REALIZING OPERATIONAL EXCELLENCE	
	Facility Maintenance Satisfaction	Percentage of stakeholders agreeing that their school/building is well-maintained
Learning Environment Satisfaction	Percentage of stakeholders agreeing that their school has classroom environments that support student learning (e.g., size, temperature, lighting)	

WORKFORCE AND OPERATIONAL EXCELLENCE (CONT'D)	IMPROVING CREATIVITY, COLLABORATION, AND KNOWLEDGE SHARING	
	Workforce Collaboration	Percentage of employees agreeing that [their school/the district] provides opportunities for them to collaborate with colleagues
	Workforce Innovation	Percentage of employees agreeing that [their school/the district] encourages them to innovate
		Number of ideas identified and implemented through Innovation Incubators
	REALIZING WORKFORCE EXCELLENCE	
	Employee Retention	Percentage of employees retained (Employees who did not leave the district due to retirement, resignation, or termination).
	Employee Retention - Teachers	Percentage of teachers retained (Teachers who did not leave the district due to retirement, resignation, or termination).
Workforce Development	Percentage of employees who complete voluntary systemic professional learning opportunities	
	Percentage of employees satisfied with opportunities for professional growth and mobility	
MENTAL HEALTH AND WELLNESS	INCREASING AWARENESS OF MENTAL HEALTH AND WELLNESS LINKAGES TO LEARNING	
	SEL-Informed Instructional Practices	Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction
	Trauma-Informed Instructional Practices	Percentage of instructional staff agreeing that they are confident in their ability to deliver trauma-informed instruction
	ELIMINATING STIGMAS	
	Attitudes about Mental Health and Wellness	Percentage of stakeholders who report that the frequency by which stigmas are observed/experienced surrounding use of mental health supports at school/work is "rare" or "never."
	INCREASING ACCESS TO SUPPORTS	
	Usage (Student Supports)	Percentage of students using supports for student mental health and wellness
	Usage (Employee Supports)	Percentage of employees using supports for staff mental health and wellness
	DECREASING ADVERSE OUTCOMES	
	Student Mental Health and Wellness	Percentage of students who used one or more of the supports whose academic outcomes improved
		Percentage of students who used one or more of the supports whose behavioral outcomes (e.g., attendance, disciplinary incidents, suspension) improved
Employee Mental Health and Wellness	Percentage of employees who used one or more of the supports agreeing that the support(s) improved their mental health and wellness (e.g., stress, coping skills)	
Safety	Percentage of stakeholders agreeing that [they/their child] feels safe at school/work.	

TIER TWO (2) CSIs		
Strategic Outcome Goal	Tier 2 CSI	Description
EDUCATIONAL EXCELLENCE	ALIGNING CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS	
	Standards-Aligned Instruction	Percentage of instructional staff agreeing that they deliver standards-aligned instruction in the classroom
		Percentage of instructional staff observed delivering standards-aligned instruction in the classroom
		Percentage of instructional staff who are confident in their ability to provide standards-aligned instruction and assessment
	Standards-Aligned Assessment	Percentage of instructional staff agreeing that they use standards-aligned assessments to evaluate student learning
		Percentage of instructional staff observed using standards-aligned assessments to evaluate student learning
	IMPROVING EDUCATIONAL OUTCOMES	
	Kindergarten Readiness	Percentage of children meeting standards for Kindergarten readiness
	Attendance	Percentage of students in a given group who are chronically absent compared with that group's share of enrollment
	On-Time Graduation	Percentage of students successfully earning a Maryland High School Diploma within four years
	NARROWING ACHIEVEMENT GAPS	
	EL Progress	Percentage of English learners demonstrating progress in English language proficiency from the previous school year
	EL Reclassification	Average number of school years needed to be reclassified/exit an EL program (e.g., ESOL)
	Student with Disabilities Progress	Percentage of students with disabilities demonstrating progress in ELA proficiency from the previous school year
Percentage of students with disabilities demonstrating progress in Mathematics proficiency from the previous school year		

EXCELLENCE IN EQUITY	CREATING INCLUSIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS	
	Diverse Instructional Materials	Percentage of stakeholders agreeing that [their/their child's/their school's/the district's] teachers use books, stories, or lesson materials from many different perspectives
	Diverse Instructional Practices	Percentage of stakeholders agreeing that [their/their child's/their school's/the district's] teachers adjust lessons to fit students' different learning styles
		Percentage of stakeholders agreeing that [their/their child's/their school's/the district's] teachers engage students in meaningful conversations about diversity
		Percentage of instructional staff who are confident in their ability to support diverse students in the classroom
	Culturally Responsive Instructional Practices	Percentage of instructional staff agreeing that [their school/the district] supports culturally responsive instructional practices and pedagogies
		Percentage of instructional staff who are confident in their ability to deliver culturally responsive instruction in the classroom
	Equitable Course Access	Percentage of stakeholders agreeing that [they/their child/students] from all backgrounds have access to all classes (e.g., a chance to choose or be chosen for advanced classes) at their school
	Co-Curricular Activity Equity	Percentage of stakeholders agreeing that [they/their child/students] from all backgrounds have access to co-curricular activities at their school
	Extra-Curricular Activity Equity	Percentage of stakeholders agreeing that [they/their child/students] from all backgrounds have access to extra-curricular activities at their school
	Disciplinary Equity	Percentage of stakeholders agreeing that [their school/the district] makes sure students have the same consequences when they break the rules, no matter what their background is (e.g., gender, race/ethnicity, religion)
	Equitable Access to Highly-Qualified Teachers	Percentage of a school's teachers who are certified
	Equitable Access to Experienced Teachers	Average years of teaching experience across a school's teachers
	CREATING INCLUSIVE, CULTURALLY RESPONSIVE WORK ENVIRONMENTS	
	Equity-Related Professional Learning Satisfaction	Percentage of employees agreeing that [their school/the district] provides enough equity-related professional learning opportunities
	Culturally Responsive Professional Learning Satisfaction	Percentage of employees agreeing that [their school/the district] provides enough professional learning opportunities on culturally responsive practices
	CREATING AN INCLUSIVE, CULTURALLY RESPONSIVE CULTURE AND CLIMATE	
	Connectedness	Percentage of stakeholders agreeing that they feel welcome at/connected to [their/their child's] school
	Culturally Responsive Communication	Percentage of employees who are bilingual
	Resource Allocation Equity	Aggregate per pupil funding in schools serving high percentages of diverse students compared with aggregate per pupil funding in schools serving less diverse students
Percentage of stakeholders agreeing that resources are distributed equitably across district schools		
WORKFORCE AND OPERATIONAL EXCELLENCE	IMPROVING OPERATIONAL EFFICIENCY	
	Facility Maintenance Efficiency	Average number of days for completion of maintenance requests
	Home Internet Access Equity	Percentage of students with high-speed Internet access at home
	REALIZING OPERATIONAL EXCELLENCE	
	Facility Maintenance Quality	Percentage of employees satisfied with completion of maintenance requests (e.g., timeliness, quality)
	Facility Modernization	Percentage of stakeholders agreeing that their school/building has up-to-date facilities
	IMPROVING CREATIVITY, COLLABORATION, AND KNOWLEDGE SHARING	
	Professional Learning Satisfaction	Percentage of employees satisfied with systemic professional learning opportunities offered by [their school/the district] (e.g., frequency, delivery method(s), content)
	REALIZING WORKFORCE EXCELLENCE	
	Employee Onboarding	Percentage of new employees reporting a 'very good' or 'excellent' onboarding experience
	Teacher Credentials	Percentage of teachers who are certified
	Teacher Experience	Average years of teaching experience
	Workforce Development	Percentage of instructional staff satisfied with opportunities for upward mobility
		Percentage of non-instructional staff satisfied with opportunities for upward mobility

MENTAL HEALTH AND WELLNESS	INCREASING AWARENESS OF MENTAL HEALTH AND WELLNESS LINKAGES TO LEARNING	
	Knowledge of Linkage Between Mental Health and Student Learning	Percentage of instructional staff agreeing that they understand how mental health and wellness impact student learning
	INCREASING ACCESS TO SUPPORTS	
	Access (Student Supports)	Percentage of stakeholders agreeing that [their/their child's] school ensures students can meet with specialists (e.g., counselor, social worker, psychologist, nurse) at school
	Stakeholder Satisfaction (Student Supports)	Satisfaction rates among students and parents/guardians who used one or more of the supports available to improve student mental health and wellness
	Stakeholder Satisfaction (Employee Supports)	Satisfaction rates among employees who used one or more of the supports available to improve staff mental health and wellness
		Percentage of employees agreeing that [their school/the district] provides enough resources to support staff mental health and wellness
	DECREASING ADVERSE OUTCOMES	
	Impact (Student Supports)	Percentages of students and parents/guardians who used one or more of the supports agreeing that the support(s) improved [their/their child's] mental health and wellness (e.g., stress, coping skills)
		Percentages of students and parents/guardians who used one or more of the supports agreeing that the support(s) helped [them/their child] do better in school
	Academic Impact (Student Supports)	Percentage of students who used one or more of the supports whose academic outcomes improved
	Behavioral Impact (Student Supports)	Percentage of students who used one or more of the supports whose behavioral outcomes (e.g., attendance, disciplinary incidents, suspension) improved
	Impact (Employee Supports)	Percentage of employees who used one or more of the supports agreeing that the support(s) improved their mental health and wellness (e.g., stress, coping skills)
Percentage of employees who used one or more of the supports agreeing that the support(s) improved their performance at work		
Bullying	Percentage of stakeholders agreeing that bullying is a problem at [their/their child's] school	

TIER THREE (3) CSIs		
Strategic Outcome Goal	Tier 3 CSI	Description
EDUCATIONAL EXCELLENCE	ALIGNING CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS	
	Standards-Related Professional Learning Participation	Percentage of instructional staff who complete professional learning opportunities focused on standards-aligned curriculum, instruction, and assessment
	Standards-Related Professional Learning Satisfaction	Percentage of instructional staff agreeing that [their school/the district] provides enough professional learning opportunities related to standards-aligned instruction and assessment
	Subject Area Professional Learning Participation	Percentage of instructional staff who complete professional learning opportunities focused on content knowledge in the subject area(s) they teach
	Subject Area Professional Learning Satisfaction	Percentage of instructional staff agreeing that [their school/the district] provides enough subject area-related professional learning opportunities
	NARROWING ACHIEVEMENT GAPS	
	Supports for ELs	Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support English learners
	NARROWING ACHIEVEMENT GAPS	
	EL-Related Professional Learning Participation	Percentage of instructional staff who complete professional learning opportunities focused on supporting English learners in the classroom
	EL-Related Professional Learning Satisfaction	Percentage of instructional staff agreeing that [their school/the district] provides enough English learner-related professional learning opportunities
	EL Instructional Practices	Percentage of instructional staff who are confident in their ability to teach English learners
	Supports for Students with Disabilities	Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support students with disabilities
	Supports for Struggling Students	Percentage of students not meeting grade-level standards receiving at least one academic support (e.g., tutoring)
		Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support students not meeting grade-level standards
	INCREASING COLLEGE AND CAREER READINESS	
	College Preparatory Coursework Participation	Percentage of students enrolled in at least one AP course
	College Admissions Exam Participation	Percentages of students in Grades 11 and 12 taking the SAT

EXCELLENCE IN EQUITY	CREATING INCLUSIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS	
	Co-Curricular Activity Participation	Percentage of students participating in co-curricular activities
	Extra-Curricular Activity Participation	Percentage of students participating in extra-curricular activities
	Supports for ELs	Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support English learners
	Supports for Students with Disabilities	Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support students with disabilities
	Supports for Students from Low-Income Households	Percentage of stakeholders agreeing that [their school/the district] provides enough resources to support students from low-income households
	CREATING INCLUSIVE, CULTURALLY RESPONSIVE WORK ENVIRONMENTS	
	Equity-Related Professional Learning Participation	Percentage of employees who complete equity-related professional learning
	Culturally Responsive Professional Learning Participation	Percentage of employees who complete professional learning on culturally responsive practices
	CREATING AN INCLUSIVE, CULTURALLY RESPONSIVE CULTURE AND CLIMATE	
	Adult-Student Relationships	Percentage of stakeholders agreeing that adults at [their school/their child's school/district schools] respect students of all backgrounds
		Percentage of stakeholders agreeing that adults at [their school/their child's school/district schools] understand [their/their child's/students'] culture and background
	Student-Student Relationships	Percentage of stakeholders agreeing that students at [their school/their child's school/district schools] treat students of all backgrounds with respect
	Family Communication	Percentage of parents/guardians agreeing that [their child's school/the district] communicates with them in their home language
		Percentage of parents/guardians agreeing that [their child's school/the district] provides translation services to families who need it
	Family-School Relationships	Percentage of parents/guardians agreeing that they feel comfortable approaching school personnel to discuss their child's needs
	Family Engagement Opportunities	Percentage of stakeholders agreeing that [their school/their child's school/district schools] provide families with opportunities to be involved
	Family Engagement Participation	Percentage of parents/guardians who have participated in activities/attended events at their child's school
	Family Engagement Barriers	Percentage of stakeholders agreeing that [their school/their child's school/district schools] work with families to reduce barriers to participation in school activities/attendance at school events
WORKFORCE & OPERATIONAL EXCELLENCE	IMPROVING CREATIVITY, COLLABORATION, AND KNOWLEDGE SHARING	
	Professional Learning Participation	Percentage of employees who complete systemic professional learning opportunities
		Percentage of employees who complete voluntary systemic professional learning opportunities
	REALIZING WORKFORCE EXCELLENCE	
	Applicant Pool	Number of applicants per open position
	Applicant Credentials	Percentage of teacher applicants who are certified
Applicant Experience	Average years of teaching experience among teacher applicants	
MENTAL HEALTH AND WELLNESS	INCREASING AWARENESS OF MENTAL HEALTH AND WELLNESS LINKAGES TO LEARNING	
	Mental Health-Related Professional Learning Participation	Percentage of employees who complete professional learning opportunities focused on mental health and wellness
	Mental Health-Related Professional Learning Satisfaction	Percentage of employees agreeing that [their school/the district] provides enough mental health-related professional learning opportunities
	INCREASING ACCESS TO SUPPORTS	
	Stakeholder Awareness (Student Supports)	Percentage of stakeholders who are aware of the supports available to improve student mental health and wellness
Percentages of students and parents/guardians agreeing that [their/their child's] school provides information on where/how to access supports for student mental health and wellness		

MENTAL HEALTH AND WELLNESS CONT'D	Student Identification	Percentage of employees agreeing that they are able to identify students who need additional emotional supports
	Student Referral	Percentage of employees agreeing that they are able to refer students in need of additional emotional supports to community partners
		Percentage of students referred to additional emotional supports provided by community partners
	Stakeholder Awareness (Employee Supports)	Percentage of employees who are aware of the supports available to improve staff mental health and wellness
Percentage of employees agreeing that their school provides information on where/how to access supports for staff mental health and wellness		

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