

Outstanding Academic
Achievement for All Students

SY2016-2020 Strategic Plan



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Dr. Kevin M. Maxwell, Chief Executive Officer

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LAYING A FIRM FOUNDATION

Prince George's County Public Schools' vision, mission, and core values are the compass which guides our actions.

Our Vision

Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready.

VISION

PGCPS will be a GREAT school system recognized for providing education services which ensure that every student in our diverse school district graduates ready for college and careers in a global society.

Our Mission

Our mission statement defines the scope of our work and communicates what we hope to contribute to society as a result.

MISSION

To provide a great education that empowers all students and contributes to thriving communities.

Our Core Values

Our core values articulate our key beliefs about students, academic achievement, and the elements necessary to achieve excellence in education and learning.

CORE VALUES

- 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.*

Our Message:

GREAT BY CHOICE™



American inventor George Washington Carver once said “*where there is no vision, there is no hope.*” What is contained in this Strategic Plan should give you hope. This plan provides a clear and coherent path to significant improvement in education outcomes over the next five years. The foundation for this plan is our Vision, our Mission, and our Core Values. These powerful statements of belief were created through a highly collaborative process representing the feedback of thousands of parents, students, staff, and community partners. The PGCPS Vision and Mission are simple yet powerful statements that speak to why we exist and where we are going as a school district. Our Core Values represent our beliefs and guide our conduct.

Yet vision and beliefs, while essential, are not enough to create real and lasting change. There is a Japanese proverb that says: “Vision without action is a daydream. Action without vision is a nightmare.” As you review this plan, I hope you will see how the “actions” in our strategy reflect what we believe about our students, our schools, and our community. I hope you feel a renewed sense of determination and are inspired to action. Finally, I hope you are more committed than ever to being part of the team to “provide a great education that empowers all students and contributes to a thriving community.” On behalf of the entire Prince George’s County Board of Education, thank you for all you do for the students and families of this great county.



Segun C. Eubanks, Ed.D.

Chair, Prince George’s County Board of Education



I am so pleased to present to you the Strategic Plan for Prince George’s County Public Schools. This plan is the roadmap for how we will become “Great By Choice,” thereby facilitating outstanding academic achievement for all students in every school. Our Strategic Plan represents thousands of hours of research, discussion, reflection, and innovative thinking. It was prepared by dedicated team members throughout PGCPS. As you review this document, know that this plan is much more than words on paper. It is a beacon that will guide our work each and every day, and is the measuring stick that will show we are moving in the right direction. Most of all, it is a promise and an investment. It is a promise we are making to every student in every neighborhood and community, that all of us at PGCPS will do all we can to give them the tools and knowledge to succeed in life. It is an investment we are making today to secure our future. Thank you for being part of this journey and for all you do each and every day for the children and families of Prince George’s County Public Schools. We WILL be “Great By Choice.”



Kevin M. Maxwell, Ph.D.

Chief Executive Officer, Prince George’s County Public Schools



DEFINING “GREAT BY CHOICE”

Prince George's County Public Schools (PGCPS) will be “Great By Choice.” Our definition of “Great By Choice” was strongly influenced by input from thousands of stakeholders within our school district and across Prince George's County. We asked. They spoke. We listened. PGCPS parents, students, staff, leadership and the community unanimously defined “Great” as: great schools and great staff, ultimately contributing to a great community.

Great Schools – Our schools will be inviting, welcoming, and supportive. All schools will offer a broad spectrum of academic programs, and we will continue to extend our suite of robust specialty programs throughout the county. Our facilities will be well-maintained and offer modern technologies. Our students will experience outstanding academic achievement, will graduate college and career ready, and will contribute to thriving communities. PGCPS will be regarded as an outstanding school system and will experience sustained high enrollment.

Great Staff – We will be an employer of choice which equips educators and administrators to succeed in schools and classrooms. We will maintain competitive salaries and benefits to recruit and retain quality staff. We will ensure that our best educators support students in our schools of highest need.

Great Community – We will experience unparalleled engagement and partnership with parents and our partners in the community, business, and higher education arenas. As a result of PGCPS' leading reputation for educational and academic excellence, Prince George's County will experience community pride, prosperity, and growth.

We will achieve greatness, but we cannot do it alone. Our stakeholders helped define “Great By Choice”; and we must continue to collaborate with them to fully achieve great schools, great staff, and a great Prince George's County.

CHARTING A COURSE TO GREATNESS

Introduction

Prince George's County Public Schools (PGCPS) is on a path to being "Great By Choice." We are committed to fully achieving our vision and mission. Our Strategic Plan is the roadmap we will use to ensure that every student in every school receives a high-quality education, experiences outstanding academic achievement, and is prepared for success in college, careers, and the global economy.

The PGCPS Strategic Plan:

- ✓ Builds upon the foundation of our Vision, Mission, and Core Values
- ✓ Reflects thorough assessments of our strengths and challenges
- ✓ Defines our Goal of "Outstanding Academic Achievement for All Students"
- ✓ Highlights the priorities and key strategies we will implement toward continuous improvement
- ✓ Describes the common framework our staff will utilize to ensure a collaborative approach to academic and operational excellence

Our Strategic Planning Approach

Our Board of Education and Executive Leadership was committed to a planning approach which would result in a relevant, actionable Strategic Plan. Most important, however, was the requirement that the Plan be informed by the community of students, parents, staff and partners we serve.

We used numerous methods to directly involve the PGCPS community in the planning efforts. In early 2014, we administered two online surveys. We received over 3,200 responses from Board of Education members; executive leadership; school leaders; central office staff; parents; students; Prince George's residents without students in our schools; and business, community, university, and civic partners. The responses provided valuable input to assist the Board of Education and Executive leadership in developing our strategic foundation.

Additionally, the CEO's Transition Team Report served as a source for data-driven and research-based strategy development and prioritization. Executive leadership decisions were further informed by a Strategy Development Team comprised of staff representing offices and schools. High-level strategy proposals developed by this team served as input to over 225 PGCPS Strategy Team members who proposed detailed plans and measurable outcomes for consideration.

Armed with a clear view of what "Greatness" means to PGCPS, leadership charted the course by establishing our strategic direction.

Our Current State

With more than 127,000 students, Prince George's County Public Schools is the second-largest school system in the state of Maryland. We also rank #21 among the largest school districts in the United States, according to the National Center of Education Statistics' 2012-13 data. Notwithstanding an annual operating budget of approximately \$1.88 billion, inclusive of federal, state, and private grant funding, we remain challenged by our positioning in the bottom quartile of student performance within the state of Maryland.

Committed to revitalizing the district and reversing the achievement stagnation, Dr. Kevin Maxwell, soon after his appointment as Chief Executive Officer, set in motion an effort to assess the internal state of the school district. A Transition Team consisting of community stakeholders, school staff, parents, higher education professionals, union leaders, and business/industry representatives conducted an internal assessment of the school district with a focus on four critical areas: 1. Communications and Community Engagement, 2. Teaching and Learning, 3. Operations and Finance, 4. Organizational Efficiency and Effectiveness. This effort yielded an objective and actionable assessment of PGCPS, which led to the decision to embark on a formal strategic planning process.

In the early stages of the planning process, selected school-based and central and regional office administrative staff performed an extensive and collaborative assessment of the current state of the school system.

The assessment referenced input from the Transition Team Report and collected input from teachers, school-based administrators, central office staff, parents, students, local government officials, faculty and administrators from local colleges and universities, and community supporters from across Prince George's County. The resulting analysis revealed a number of strengths, challenges, opportunities, and external threats to optimal school district effectiveness.

Strengths

Among our strengths are our many great teachers and staff, including a growing number of teachers with National Board Certification; a sound curriculum aligned to Maryland's College and Career Ready Standards and 21st century academic skills and competencies; strong Career Academy and Career Technical Education programs; an expansive portfolio of community-based partnerships; innovative programs; and our close relationship and proximity to major colleges and universities. We utilize these strengths to improve student achievement.

Additional strengths are declining dropout rates and record increases in four-year graduation rates. Graduation rates are rising among almost all student subgroups (e.g., Hispanic/Latino, African-American, and students receiving Special Education (SPED) services or participating in the Free and Reduced Meal (FARMS) program). As well, progress continues in preparing students for the rigors of college-level work as combined ACT and SAT test participation continues to increase. However, test scores remain a challenge.

Leveraging our strengths, embracing new and proven strategies, and building a culture of excellence are at the heart of our strategic approach.

Challenges

We continue to face a steep challenge in improving student achievement. Of significant alarm is declining academic performance in a number of critical areas. Elementary and Middle school student performance in reading and mathematics remains volatile notwithstanding small pockets of sporadic increases reported year over year.

The persistent underperformance of SPED and Limited English Proficient (LEP) students, who represent a significant and growing presence within the overall student population, is of major concern. Currently, SPED students represent 11.3% and LEP students represent 14.6% of the school system's population.

Not only do these two subgroups perform at levels considerably below students overall, but the performance gaps expand substantially at each successive level of schooling. These and other organizational challenges must be effectively overcome to pave the pathway toward greatness.

Transition Team Report

With a focus on significantly improving student academic achievement, the Transition Team Report recommended 46 action items across three critical areas:

1. Strategic Focus and Leadership
2. Processes and Protocols
3. Organization and Staffing

The report's emphasis on these three areas informed our strategic planning efforts, and helped us prioritize potential improvement efforts.

Strategic Focus and Leadership

Over the last decade, our executive leadership structure has changed on three occasions. Until recently, the lack of stability and consistent leadership resulted in the instability of instructional initiatives and strategies. Some initiatives also suffered from insufficient time to take hold and yield results. Meanwhile, student academic achievement remained near the bottom among Maryland's 24 school systems. Understanding these contributing factors to academic and organizational excellence, Dr. Maxwell commenced a formal strategic planning process, and reinforced and re-aligned PGCPS' leadership structure.

Processes and Protocols

The Transition Team Report identified areas of opportunity in systemic communications and central office processes and protocols. These areas must be addressed to ease the challenges faced by principals, schools, staff, parents, and other stakeholders. As well, PGCPS has traditionally been burdened with an inordinately large number of initiatives combined with insufficient levels of corresponding school building support from central and regional administrative offices. The result has been “initiative overload” and an inability to deliver expected results.

Organization and Staffing

PGCPS has been plagued with a number of resource staffing challenges in recent years. Chronically high teacher attrition is one such challenge. Since SY2007-08, we have lost over 7,100 teachers, approximately half of (50.1%) of whom resigned; often going to neighboring, higher-paying jurisdictions as suggested by exit survey data. In essence, the average teacher attrition rate over the past six years is 13.8 percent, well above the state-established (MSDE) target of less than 10 percent. PGCPS also fell to sixth (6th) in the Washington, D.C., metropolitan area for teacher compensation. The substantial loss of teachers who meet the highly qualified standard required by the federal No Child Left Behind law places additional pressure on PGCPS to ensure that each core academic subject classroom is staffed with a highly qualified teacher.

Declining central office staff and administrative support was also identified as an area of concern. The CEO's Transition Team Report attributed some of this gap to the effects of budget cuts the school system recently endured. This resulted in substantial administrative staff reductions in areas that provide support to schools.

These concurrent realities have significantly eroded public confidence in the school system, driving many middle- to upper-income families to remove their children from the public school system. As a result, the public has paid scant attention to the many positive accomplishments of the school system and its students.

“We have the opportunity right now to change the perceptions of many people about our school district and about public education ... I know we can do it!” Dr. Kevin M. Maxwell, CEO

Notwithstanding these formidable challenges, we have many strengths and numerous opportunities on the horizon to reverse the declining achievement trends, improve our strategic position, and transform our educational environment toward greatness. Prioritizing, addressing, and overcoming our challenges will require focus, collaboration, and strong leadership. The strategic planning process commissioned by Dr. Maxwell and the Board of Education – and leadership's commitment to seize the opportunity to favorably change the perception of the school district and public education – is one step in guiding the strategic focus and work of our system toward our singular goal.



THE GOAL AND PROMISE OF PGCPS

“Every student within every Prince George’s County community deserves a neighborhood school that offers an education that helps them achieve success. We are committed to providing this for our students.”

Dr. Kevin M. Maxwell, CEO

Outstanding Academic Achievement for All Students

To achieve our vision of college and career-ready graduates, we must excel in our singular goal of “Outstanding Academic Achievement for All Students.” As stated in our core values, we believe all students can achieve at high academic levels – regardless of demographics, socio-economic conditions, or personal circumstances. Therefore, our commitment demands that every child, in every school, receives rigorous, engaging, high-quality educational experiences.

Our promise to parents and students is that students who graduate from PGCPS will be prepared to attend the college of their choice or pursue their career of choice.

By the end of the 2019-2020 school year, the realization of this promise – and the achievement of our goal – will be represented by measurable results in three targeted areas of academic success:

PROMISE OF 2020

PGCPS’
average SAT and
composite ACT scores
will meet
or exceed
State averages

SAT/ACT

90% of students
will graduate
on-time¹

GRADUATION

100% of graduates will
meet the requirements
to enter a two- or
four-year college, a
technical school, or the
military; and/or will hold
a license or certification
enabling them to enter
the workforce within 6
months of graduation

**COLLEGE/CAREER
READINESS**

¹ Per Maryland State Department of Education’s definition for four-and five-year adjusted cohorts

To fully achieve these SAT/ACT, Graduation Rate, and College/Career Readiness targets by 2020, we will regularly review, evaluate and positively impact student performance in six areas. These leading indicators of college and career readiness are:

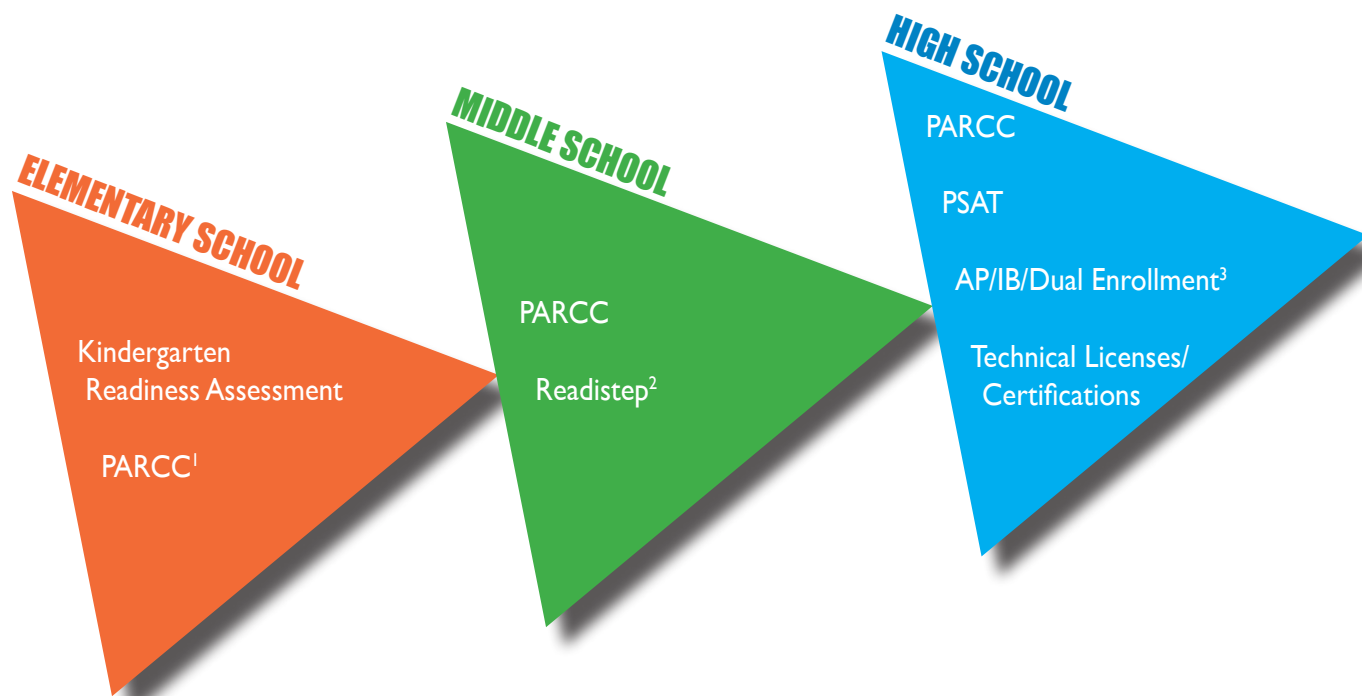
- Proficiency on the Kindergarten Readiness Assessment
- Proficiency on PARCC¹
- Proficiency on Readistep²
- Preliminary SAT (PSAT) scores
- Advanced Placement (AP)/International Baccalaureate (IB)/Dual enrollment course participation³
- Technical licenses or certifications earned.

“We must show progress. We need to set goals and make progress against those goals. We owe it to the students, the community, and ourselves!”

Dr. Kevin M. Maxwell, CEO

Attention to student achievement in each of these areas as students advance from Pre-Kindergarten to Grade 12 will help equip every student in every school for academic success along their pathway to college and career readiness.

THE PATHWAY TO COLLEGE AND CAREER READINESS



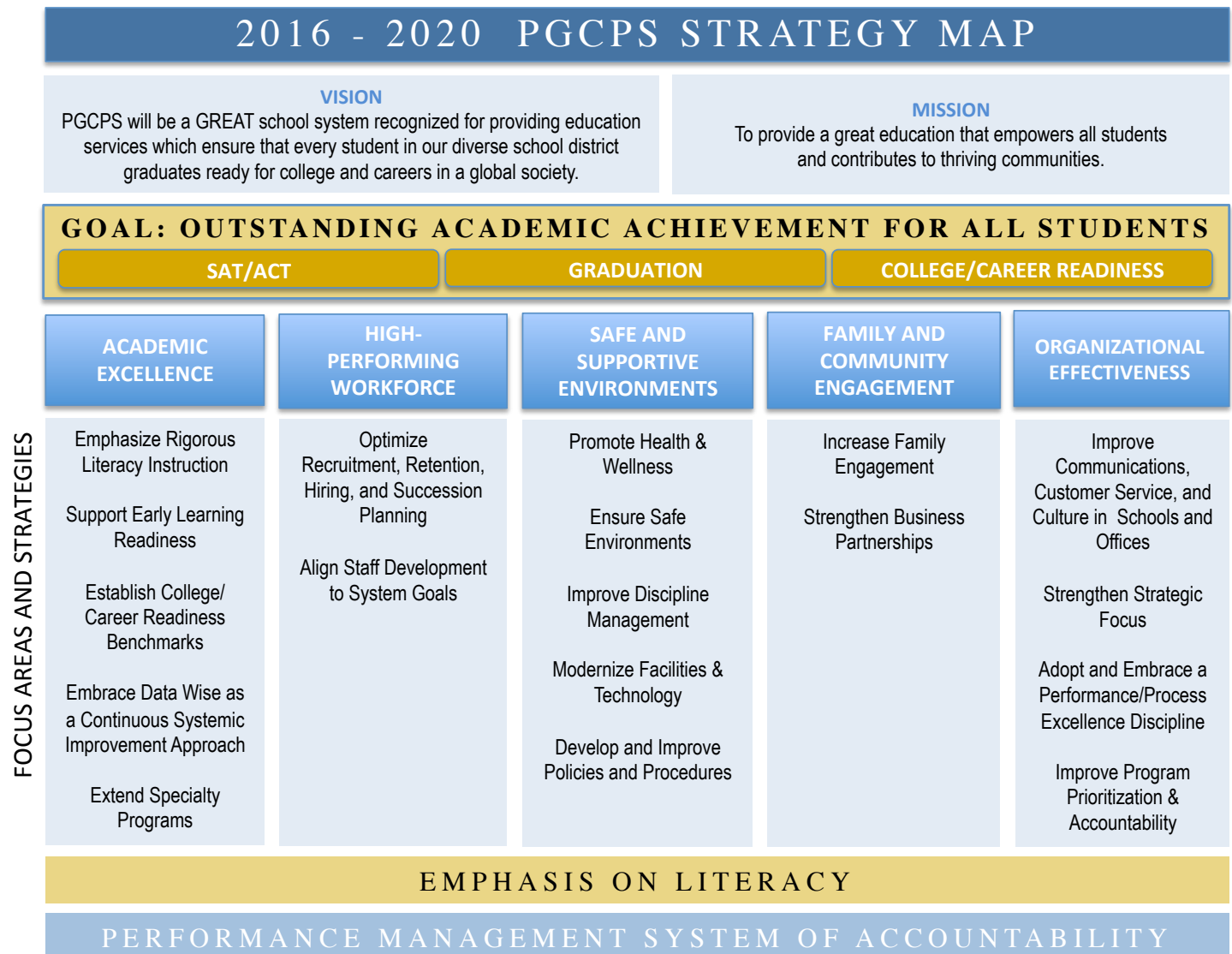
The narrow focus of our singular goal of “Outstanding Academic Achievement for All Students” – and these measures of student success – guided the development of a strong strategic direction and underlying strategies.

¹ Partnership for Assessment of Readiness for College and Careers

² A College Board assessment which measures skills students need to be on track for success as they transition to high school

³ AP exam score of 3 or higher; IB exam score of 4 or higher; and/or completion of dual enrollment course with a grade of C or higher

Our strategic direction is illustrated with the PGCPS Strategy Map. This graphic depicts our Vision, Mission, Strategic Goal, five supporting Focus Areas, and the underlying strategies we will implement to rapidly improve student achievement and operational excellence.



The Strategy Map further illustrates our emphasis on literacy as the common thread across all Focus Areas. Also highlighted is the continued importance of a performance management discipline to ensure that we remain transparent and accountable to those we serve.

Strategic Focus Areas

To achieve our goal, and to address the priorities communicated by our stakeholders and outlined in the Transition Team Report, we will invest resources and energies – and hold ourselves accountable – in five Focus Areas:

- Academic Excellence
- High-Performing Workforce
- Safe and Supportive Environments
- Family and Community Engagement
- Organizational Effectiveness

Within each focus area are strategies PGCPS will implement over the next five years.

Academic Excellence

Academic excellence is, and will continue to be, our primary focus area. Academic excellence includes the teaching and learning processes required to ensure that every student, in every grade (beginning in Pre-Kindergarten) regardless of demographic or special needs status, receives rigorous, engaging instruction.

Regional and central administrative offices must regularly analyze student performance data and review academic performance literature to identify innovative programs and initiatives that improve academic performance and education outcomes for our students.

We are compelled to meet every student where they are and equip them to successfully achieve higher academic heights. With an emphasis on literacy, we must prepare and equip students to consistently meet, and ultimately exceed, prescribed standards of performance in core academic areas, leading to high school graduation and success in college and careers without the need for remediation. We firmly believe that the journey toward academic excellence is charted by the effective execution of the following key strategies:

- Emphasize Rigorous Literacy Instruction
- Support Early Learning Readiness
- Establish College/Career Readiness Benchmarks
- Embrace Data Wise as a Continuous Systemic Improvement Approach
- Extend Specialty Programs

High-Performing Workforce

To achieve across-the-board academic excellence, our workforce at the instructional, administrative, and support levels must comparably perform at high levels of excellence. Teaching and learning must be pursued with “fanatic discipline” and all efforts must be aligned with and reflective of our goal.

We will employ processes that ensure recruitment of a diverse and talented staff which is representative of the student population. As well, leadership will design, negotiate and implement competitive and innovative compensation packages that, when combined with comprehensive, high-quality professional development and career growth opportunities, will make PGCPS the employer of choice among school systems in the Washington, D.C. – Baltimore region.

Every employee will be committed to working collaboratively toward outstanding student achievement and will have a clear understanding of performance standards and expectations. Every employee will be empowered with the requisite knowledge, skills, and tools necessary to positively impact organizational performance. Employees will be competitively compensated and valued through clear rewards and ongoing development.

Strategies to support this focus area are:

- Optimize Recruitment, Retention, Hiring, and Succession Planning
- Align Staff Development to System Goals

Safe and Supportive Environments

Learning and working environments that are safe and supportive are vital for achieving our goal of outstanding academic achievement for all students. Safe environments allow for maximum concentration on teaching and learning without worry or concern for personal or collective well-being. Supportive environments are inviting, welcoming, technologically equipped, culturally sensitive, and healthy. They are free of conditions that foster fear, harm, or other distractions from student learning or optimal productivity for employees. For example, in a supportive environment, the schoolhouse is a place where students and education professionals look forward to coming, knowing they will have been better served for having come and vigorously engaged at the end of any given work day.

PGCPS has identified the following targeted strategies that will collectively produce safe and supportive learning and working environments:

- Promote Health and Wellness
- Ensure Safe Environments
- Improve Discipline Management
- Modernize Facilities and Technology
- Develop and Improve Policies and Procedures

Family and Community Engagement

PGCPS serves a richly diverse population of students and families. Demographic changes are occurring at a rapid pace; non-traditional family structures are becoming the norm; and economic challenges compete with academic priorities. These realities require more innovative methods of empowering parents and families to advocate for and participate in their child's academic growth and performance.

We view the family structure as the anchor of our students' academic success. Engagement of the family network and community partners involves providing frequent and creative collaboration opportunities and family support programs; facilitating accessible, relevant, and transparent communications; and establishing a reputation as a community oasis that invites partnerships.

Likewise, we rely heavily on the expansive business stakeholder groups to provide resources, expertise, and innovative opportunities that complement the academic achievement of students. As we continuously cultivate and nurture strong, lasting, and mutually beneficial partnerships with business partners, our students will benefit from creative solutions which result in improved academic achievement.

Comprehensive strategies that have been defined for this focus area are:

- Increase Family Engagement
- Strengthen Business Partnerships



Organizational Effectiveness

Well-managed processes and the efficient use of resources enable effective non-instructional operations and optimal support of schools. We will ensure that non-instructional operations are judiciously planned, prioritized, and managed to maximize resources and support devoted to schools and the classroom. All plans, resources, processes, programs, technology, and support services will be strategically aligned and school/student focused.

Strategies supporting this focus area are:

- Improve Communication, Customer Service, and Culture in Schools and Offices
- Strengthen Strategic Focus
- Adopt a Performance/Process Excellence Discipline
- Improve Program Prioritization and Accountability

Emphasis on Literacy

Across the nation, Common Core State Standards are bringing literacy and math shifts to the classroom. We know that literacy is the foundation for all student success – whether in early learning and school readiness, elementary school reading and math, achievement on national and standardized tests, or graduating college and/or career ready. Therefore, our strategic approach places particular emphasis on Literacy – across all five focus areas – as a means of ensuring Outstanding Student Achievement for All Students. Given its broad connotation, we have carefully defined literacy as “the ability to read, write, speak, listen, and use numeracy.” Our focus on literacy emphasizes the ability to:

1. Report, evaluate, gather, synthesize, and comprehend information and ideas
2. Conduct original research in order to answer questions or solve problems
3. Analyze and create print and non-print texts in media forms
4. Use numbers to process information, solve problems, and interpret data

Sources: Adapted from the Common Core State Standards for Mathematics, Common Core State Standards for English Language Arts, and the National Council of Teachers of English

We are committed to developing literacy in all our students, beginning with early learners, positioning students to experience educational momentum for years to come.



STRATEGIES FOR TRANSFORMATIVE RESULTS

PGCPS has prioritized the following strategies for completion within the next five years. Detailed action plans and measurable outcomes will guide the work of each strategy, as we hold ourselves accountable to being Great By Choice.



To deliver on our promise of “**Outstanding Academic Achievement for All Students**,” – and to rapidly improve our school system – we must invest in our schools, staff, educational programs, and facilities. We will be responsible, transparent, accountable stewards of the resources entrusted to us. To gain strategic momentum and realize progress early in the plan’s execution, our Strategic Plan prioritizes the following aggressive investments, listed by Focus Area.

Academic Excellence

- Significant increases in base funding for all neighborhood schools, to accelerate instructional impact
- Increased funding to place new instructional coaches in every school to assist students who are below grade level in reading and math
- 67 new Pre-Kindergarten programs in neighborhood schools
- A digital literacy initiative to provide iPads and Chromebooks to 3rd, 5th, and 8th grade students and related curricular support to their teachers
- Increased support for Common Core State Standards
- Expanded Gifted and Talented offerings
- Expansion of already successful College and Career Academies to all high schools
- Expansion of International Baccalaureate program to primary and middle years
- Increased dual enrollment partnerships with higher education institutions
- Expanded art and foreign language opportunities
- Arts Integration Expansion

High-Performing Workforce

- Increased compensation to retain our most experienced teachers
- Increased stipends for National Board Certified Teachers, with incentives for working in highest-need schools
- Increased targeted professional development for educators
- Increased teacher mentoring and support

Safe and Supportive Environments

- A Healthy Start Breakfast Program
- Increased facilities maintenance to improve schools in greatest need of repair
- Second-shift maintenance for improved service and repairs to schools

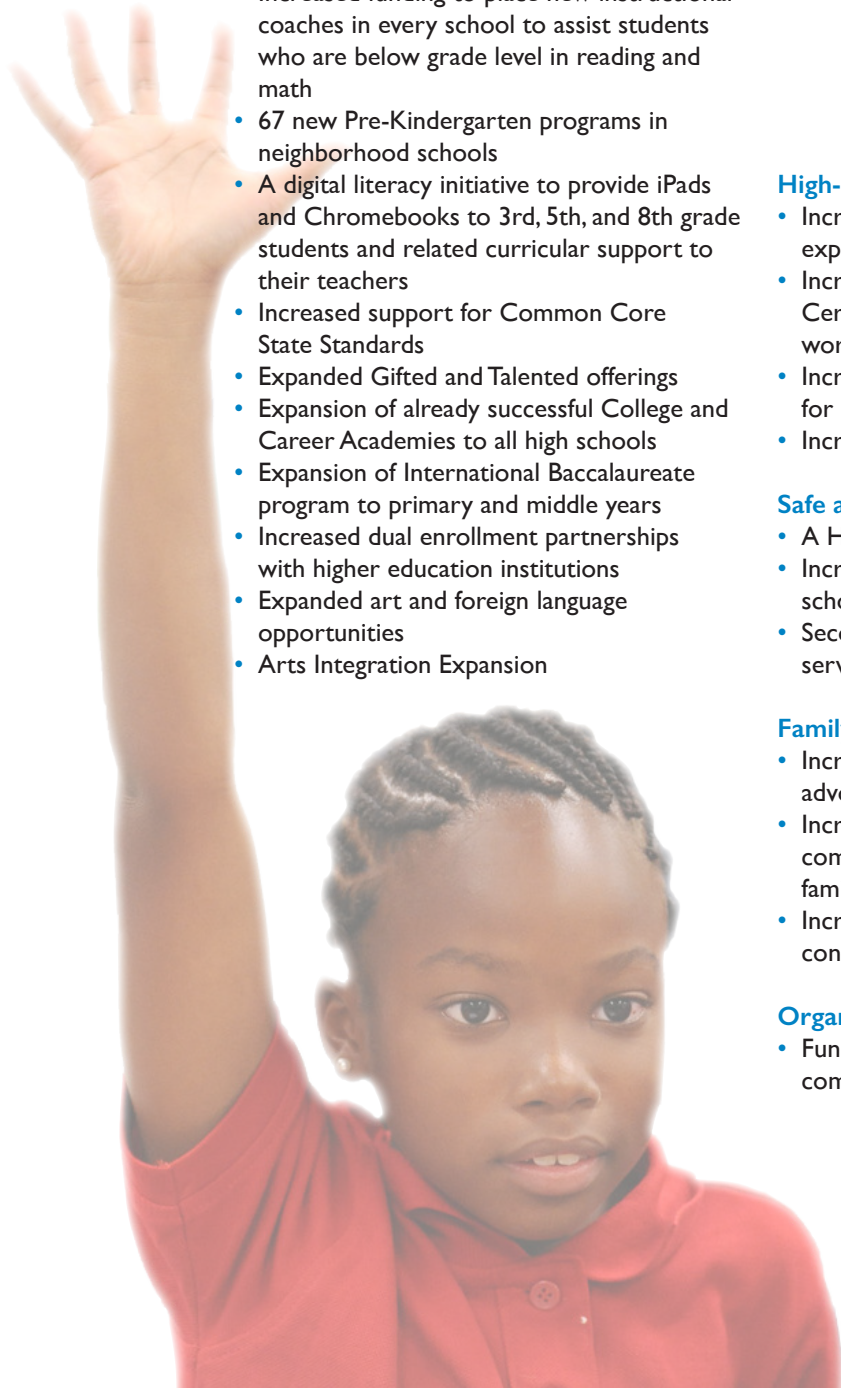
Family and Community Engagement

- Increased staffing to support parent advocacy
- Increased translation services to improve communication with non-English speaking families
- Increased staffing to resolve constituent concerns

Organizational Effectiveness

- Funding to support improved communications to parents and staff

STRATEGIC INVESTMENTS IN SUPPORT OF OUR STUDENTS' FUTURES



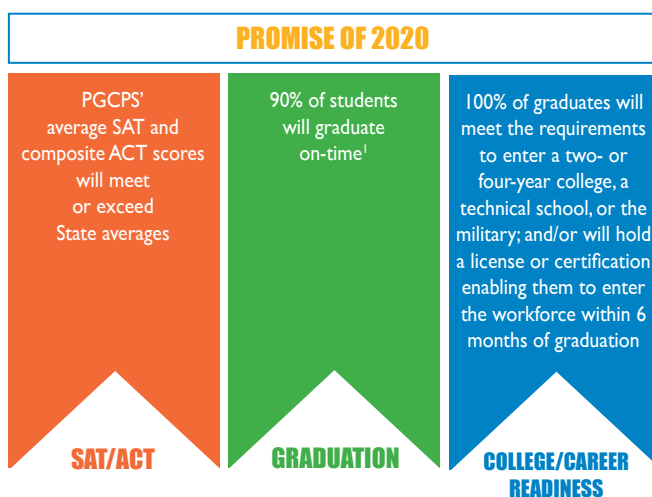
HOLDING OURSELVES ACCOUNTABLE

The “20 Mile March”

Being Great by Choice is characterized by performing deliberate and disciplined actions to achieve one’s vision of greatness. Our vision of greatness is college and career readiness for every Prince George’s County Public Schools student. The goal which supports that vision is “Outstanding Academic Achievement for All Students” as they navigate their pathway to graduation.

In the book “Great By Choice,” authors Jim Collins and Morten T. Hanson introduce the principle of the “20 mile march” – the identification and consistent pursuit of “specified performance markers” to meet one’s goal.

PGCPS’ timeline for achieving its vision and goal is 2020. Our promise to parents and students is that, by the end of school year 2020, we will achieve success in the following three “performance markers”:



To ensure that we fulfill the Promise of 2020, we will monitor ongoing performance in the following six areas of academic performance:

Kindergarten Readiness Assessment

PARCC

READISTEP

PSAT

AP/IB/DUAL ENROLLMENT²

TECHNICAL LICENSES/CERTIFICATIONS

In each of these areas, we will make annual advances toward our ultimate objective of meeting or exceeding State averages by 2020. To realize these transformative results, we will manage and implement our strategies with excellence. We will commit to a formal performance management discipline through which we will monitor and report progress. And we will equip our staff with the data, tools, resources, professional development, and other supports needed to meet or exceed performance standards.

We will inform the Prince George’s County community of our progress by publishing an Annual PGCPS Performance Report to be presented by the CEO.

¹ Per Maryland State Department of Education’s definition for four-and five-year adjusted cohorts

² 80% of dually-enrolled students will earn a grade of C or higher in their higher-education course

The PGCPS Coherence Framework

Our Strategic Plan provides the roadmap for our journey to greatness, but we realize a well-defined plan is only as good as its implementation.

We also recognize the need for organizational coherence in five areas:

1. Emphasis on the Instructional Core
2. Theory of Change
3. Supporting Strategies
4. Elements of Effective Implementation
5. Effective Data Analysis

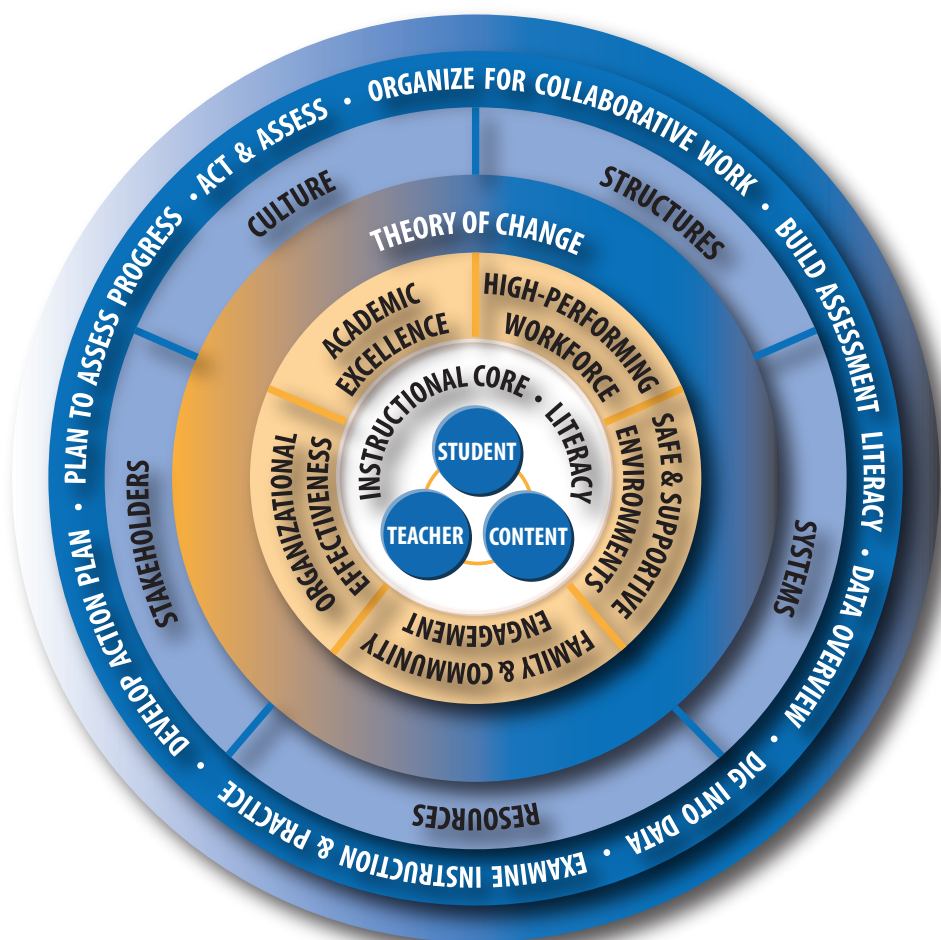
Therefore, we developed a Coherence Framework. Used in many successful school districts, a Coherence Framework provides a common visual and language by which employees – and community partners and other stakeholders – can articulate and/or carry out a consistent approach to academic and operational improvements.

Our Coherence Framework represents PGCPS' fundamental premise that sustainable change in student performance occurs in the classroom among the student, the teacher, and the content.

"If we focus on culture, data, and performance – with a lens on literacy, then we will have outstanding academic achievement for all students."

Theory of Change

EFFECTIVE IMPLEMENTATION



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