

2023

ANNUAL REPORT

TRANSFORMATION 2026 STRATEGIC PLAN

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“Of all the schools in the state that showed the greatest improvement in ELA since the pandemic, more than half were in Prince George’s County — a school system where 96% of the students are children of color and 70% live in poverty.”

Former Maryland State Superintendent, Mohammed Choudhury

Our Superintendent



Millard House, II

Millard House II was appointed Superintendent of Prince George's County Public Schools (PGCPS), effective July 1, by Prince George's County Executive Angela Alsobrooks. House comes to PGCPS from the Houston Independent School District. During his two-year tenure with the largest school district in Texas and the eighth largest in the country, he implemented HISD's first comprehensive five-year strategic plan shaped and guided by community input.

PGCPS Strategic Plan

In 2020–21, the Board of Education and the leadership team initiated an inclusive process to build a [five-year strategic plan](#) that reflected as many voices as possible, guided by a commitment to ensure all schools support students equitably. The Transformation 2026 strategic plan guides the school system's decisions, priorities, resources, and work over the next five years. It communicates the district's mission, vision, and core values, signaling to stakeholders the district's priorities and what it values. It also serves as a blueprint, setting outcome-oriented goals and strategic imperatives to enable PGCPS to carry out adaptive change.

This report includes the progress made on our strategic plan outcome goals, highlights performance on state-wide testing, captures staff, students, and families' perceptions of climate and culture, and shares strategies underway that will support our school district's growth. It also emphasizes our pillars of supporting student success, prioritizing data, and sharing our stories.

As we begin our third year, PGCPS continues to increase educational services for students and focus on innovation in the areas of research and collaboration. The strategic plan will continue to fuel our mission to provide a transformative educational experience anchored by excellence in equity; developing 21st-century competencies and enabling each student's unique brilliance to flourish.

To see previous strategic plan progress reports visit:

https://drive.google.com/drive/folders/1908ZoGJSC3cN_8aXomDmkAacflNhkg0h?usp=drive_link.

PGCPS Overview

Our Schools 2021-2022

131,146
Students

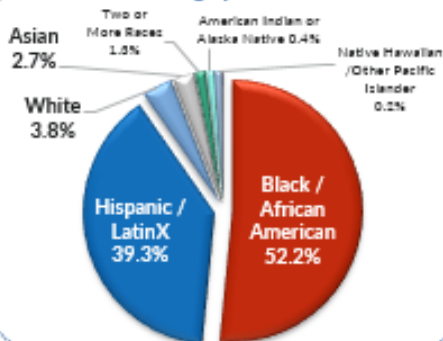


201
Schools

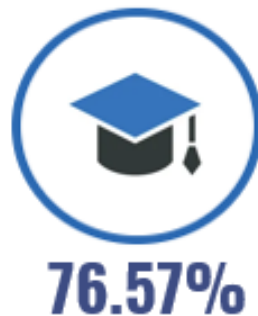
118 Elementary Schools
25 Middle Schools
26 High Schools

14 Academies and K-8 Campuses
9 Public Charter
7 Special Education
1 Program (Incarcerated Youth)
1 Online Campus

Student Demographics 2022-2023



Graduation Rate 2021-2022



Services 2021-2022

10.4% Receive Special Education Services
23.8% Receive Services For English Language Learners
60.1% Eligible to Receive Free and Reduced-Price Meals (FARMS)

PGCPS Programs

PGCPS is home to several programs and a variety of school types including the Academy of Health Sciences at PGCC; Academy of Aerospace Engineering and Aviation Technology; Charter Schools; Dual Enrollment; Even Start Family Literacy Program; Health Education; Immersion Programs; International Baccalaureate; International High Schools; Montessori Programs; Physical Education; Pre-Kindergarten and Kindergarten; Science and Technology; Talented and Gifted; Advanced Placement; Advancement Via Individual Determination (AVID); Career and Technology Education; and Creative, Visual, and Performing Arts.

Career & Technical Education (CTE) Programs

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, career-oriented exposure, and the knowledge and training necessary to succeed in future careers and to become lifelong learners. PGCPS CTE programs include Law, Education, and Public Service; Global Studies; Consumer Services, Hospitality and Tourism; Business and Finance; Graphic Arts, Media, and Communications; Health and Biosciences; Engineering and Science; Architecture and Design; Environmental Studies; Aviation and Transportation; Information Technology; and Homeland Security and Military Science and Junior Reserve Officers' Training Program (JROTC).

PGCPS Overview

We have taken steps to enhance the transparency of PGCPS data by releasing two platforms that display districtwide data that corresponds with the PGCPS Strategic Plan. Most data highlighted in this report can be accessed through one of the two public dashboards listed below.

CSI Data Dashboard



Equity Data Dashboard

| | | Success Indicators | | | | | | | | | | | |
|------------------------|-----------------------------|--------------------|-------|-------------|-------|--------|-----------------|--------|-----|----------|------|-------------|--------------|
| | | Underrepresented | | | | | Overrepresented | | | | | | |
| | | Asian | Black | Hispanic/L. | White | Female | Male | Non-EL | EL | Non-SPED | SPED | Not Econ... | Econ. Dis... |
| Academic Outcomes | Benchmark ELA I Prof. | 1.9 | 1.1 | 0.7 | 1.9 | 1.2 | 0.8 | 1.2 | 0.2 | 1.1 | 0.2 | 1.3 | 0.8 |
| | Benchmark ELA II Prof. | 1.8 | 1.1 | 0.8 | 1.8 | 1.2 | 0.8 | 1.2 | 0.2 | 1.1 | 0.2 | 1.3 | 0.8 |
| | Benchmark Math I Prof. | 2.6 | 1.1 | 0.7 | 2.5 | 1.0 | 1.0 | 1.1 | 0.6 | 1.1 | 0.4 | 1.3 | 0.8 |
| | Benchmark Math II Prof. | 2.1 | 1.0 | 0.8 | 2.4 | 1.0 | 1.0 | 1.1 | 0.8 | 1.1 | 0.4 | 1.3 | 0.8 |
| | Kindergarten Readiness | 1.4 | 1.4 | 0.4 | 1.5 | 1.1 | 0.9 | 1.4 | 0.3 | 1.1 | 0.3 | 1.5 | 0.7 |
| | MCAP ELA Prof. | 1.7 | 1.1 | 0.8 | 1.7 | 1.2 | 0.8 | 1.2 | 0.3 | 1.1 | 0.2 | 1.2 | 0.8 |
| | MCAP Math Prof. | 2.9 | 1.0 | 0.6 | 3.0 | 0.9 | 1.1 | 1.3 | 0.3 | 1.1 | 0.3 | 1.5 | 0.7 |
| | MCAP Alg1 Prof. | 4.4 | 1.0 | 0.6 | 3.1 | 1.0 | 1.0 | 1.2 | 0.1 | 1.1 | 0.2 | 1.5 | 0.7 |
| | MCAP Geom Prof. | 2.0 | 0.6 | 0.7 | 2.6 | 0.9 | 1.2 | 1.0 | 0.0 | 1.0 | 0.0 | 1.3 | 0.6 |
| | 3.0 GPA | 1.4 | 1.0 | 0.9 | 1.3 | 1.1 | 0.9 | 1.0 | 0.9 | 1.0 | 0.8 | 1.1 | 0.9 |
| | Took an AP Exam | 2.7 | 1.0 | 0.7 | 2.7 | 1.3 | 0.7 | 1.1 | 0.3 | 1.1 | 0.1 | 1.2 | 0.9 |
| | Passed AP Exam | 1.4 | 0.9 | 0.9 | 1.7 | 1.0 | 1.0 | 1.0 | 1.1 | 1.0 | 0.5 | 1.1 | 0.8 |
| | Met PSAT 8/9 Math Benchmark | 2.8 | 1.0 | 0.7 | 2.4 | 1.0 | 1.0 | 1.1 | 0.2 | 1.1 | 0.2 | 1.3 | 0.8 |
| | Met PSAT 8/9 EBRW Benchmark | 1.7 | 1.1 | 0.8 | 1.7 | 1.1 | 0.9 | 1.1 | 0.2 | 1.1 | 0.2 | 1.2 | 0.8 |
| | Met SAT Math Benchmark | 2.6 | 0.9 | 0.6 | 2.9 | 1.0 | 1.0 | 1.1 | 0.0 | 1.1 | 0.1 | 1.3 | 0.7 |
| Met SAT EBRW Benchmark | 1.5 | 1.0 | 0.7 | 1.6 | 1.1 | 0.9 | 1.1 | 0.0 | 1.1 | 0.1 | 1.2 | 0.8 | |
| Program Access | Identified as Gifted | 2.1 | 1.1 | 0.5 | 2.9 | 1.1 | 0.9 | 1.3 | 0.1 | 1.1 | 0.2 | 1.5 | 0.7 |

To learn more about these dashboards visit:

<https://sites.google.com/pgcps.org/sprm/strategic-planning?authuser=0>

2022-23 Focus Areas

At the beginning of the school year, PGCPS leadership identified three areas of focus for the community to prioritize: the acceleration of math education, the improvement of school culture and climate districtwide, and the continued implementation of social-emotional learning and mental health supports. These three focus areas reflect a commitment to enhancing the overall educational experience of students in PGCPS. By strategically targeting these areas, schools will empower students with a well-rounded education, foster an inclusive and nurturing environment, and provide the essential tools for emotional resilience and mental well-being. The subsequent pages focus on some of the strategies teams across PGCPS developed, implemented, and monitored to improve progress in these three focus areas.



ACCELERATING ACHIEVEMENT IN MATHEMATICS

PGCPS saw a decline across every grade level and student group in mathematics proficiency scores on the 2021-22 MCAP, with elementary students experiencing the largest decline.



IMPROVING SCHOOL CLIMATE AND CULTURE

PGCPS experienced a rise in disciplinary incidents within schools following the COVID-19 pandemic, with black students, males, and students with disabilities disproportionately suspended more than other student groups.



ENHANCING MENTAL HEALTH & SOCIAL EMOTIONAL LEARNING

PGCPS prioritized mental health and social-emotional learning because we recognized the impact these factors have on students' overall development, academic performance, and future success.



DATA & STRATEGIES FOCUSED ON:



ACCELERATING ACHIEVEMENT IN MATHEMATICS

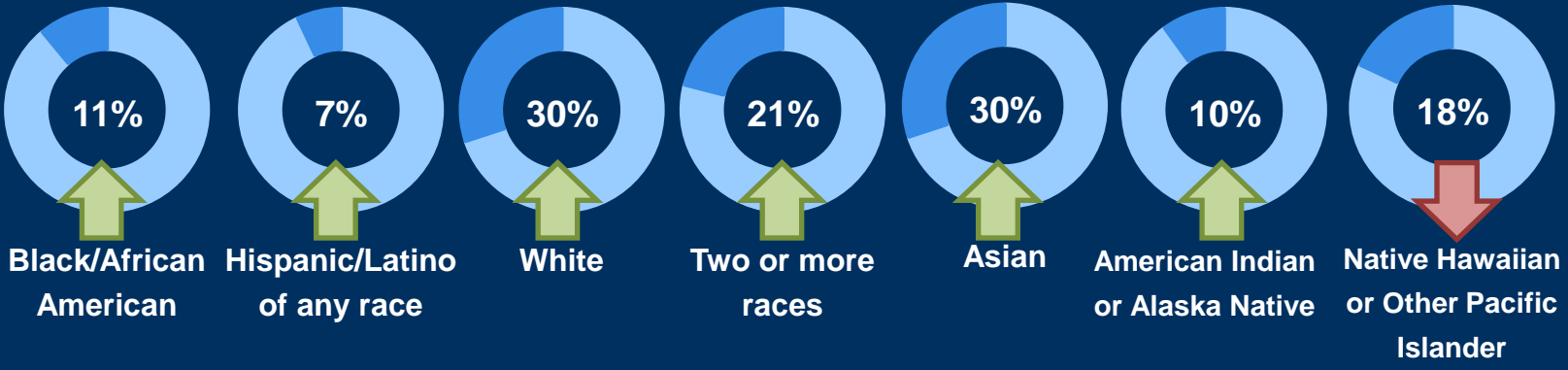
The subsequent pages highlight our progress on the 2023 Math and Reading/Language Arts MCAP assessment. In addition, there is a highlight of some of the strategies used to improve math performance.



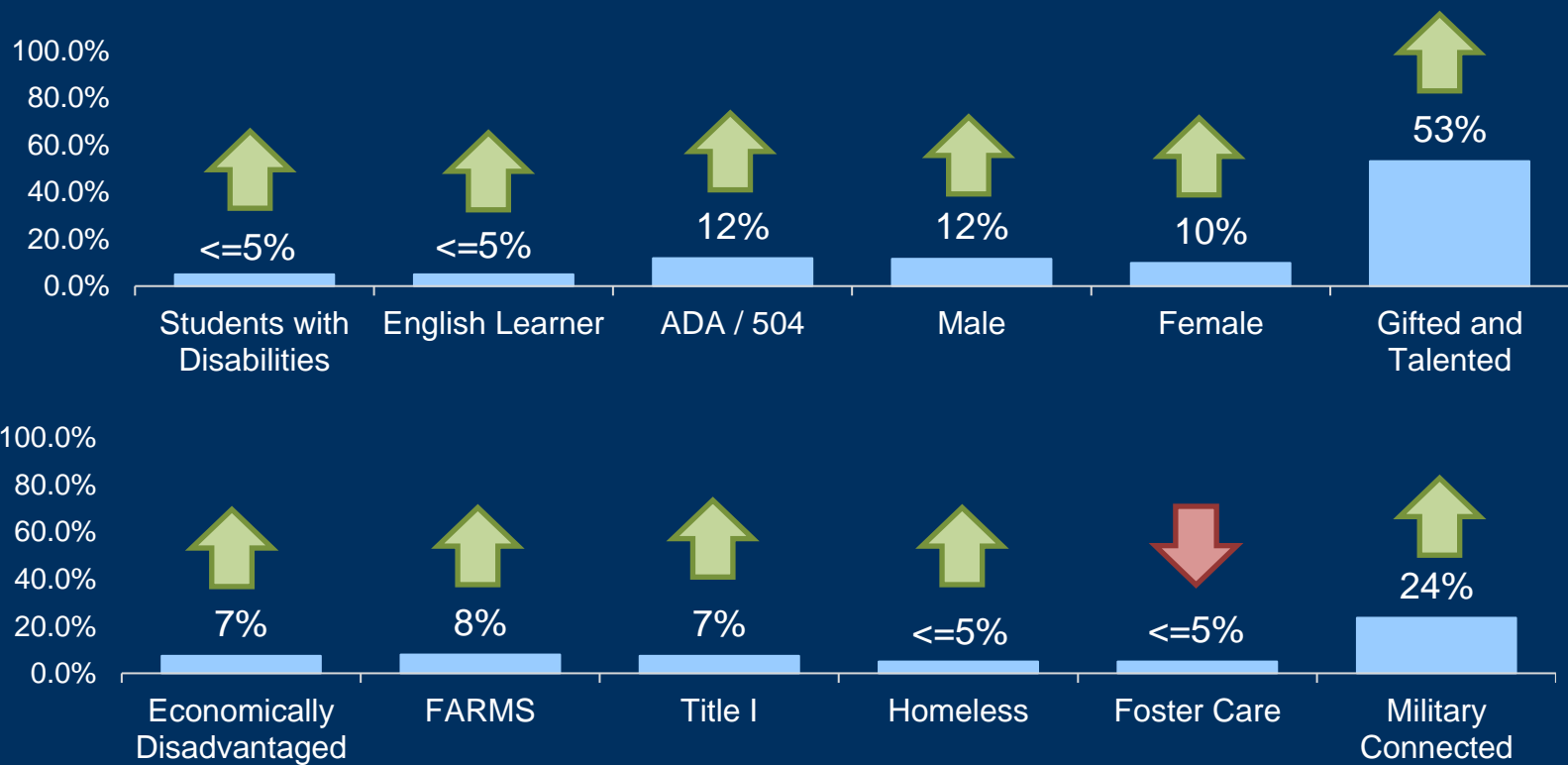
Focus Area 1: Accelerating Academic Achievement – Mathematics

The goal is to increase the percentage of students meeting or exceeding expectations on the MCAP Math assessment. Although we improved math performance, PGCPSS did not meet our 2022-23 math targets aligned with our strategic plan.

Percent of Students Proficient on MCAP Math by Race/Ethnicity



Percent of Students Proficient on MCAP Math by Student Group

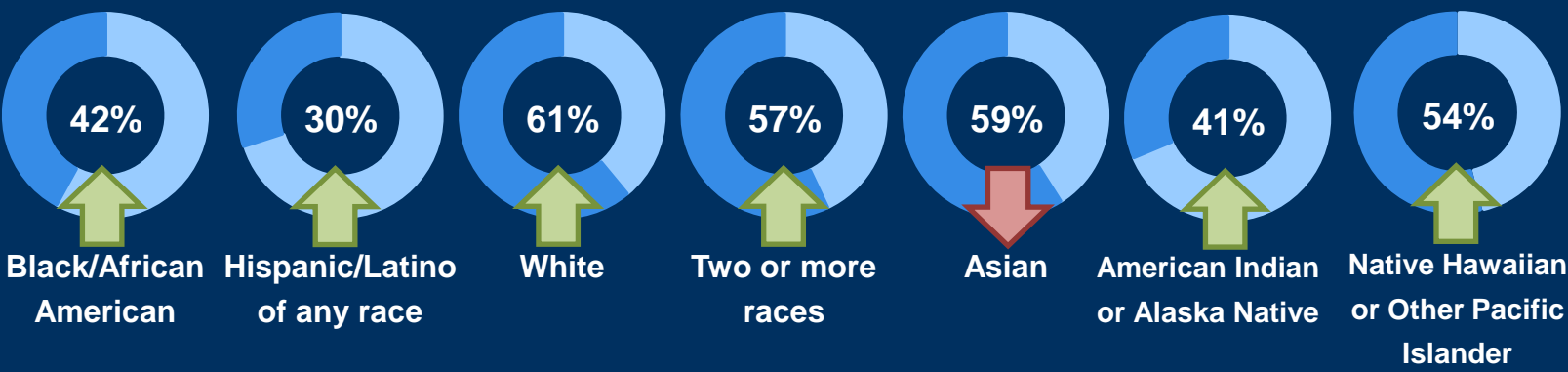


Increase from SY22
 Decrease from SY22
 No change from SY22

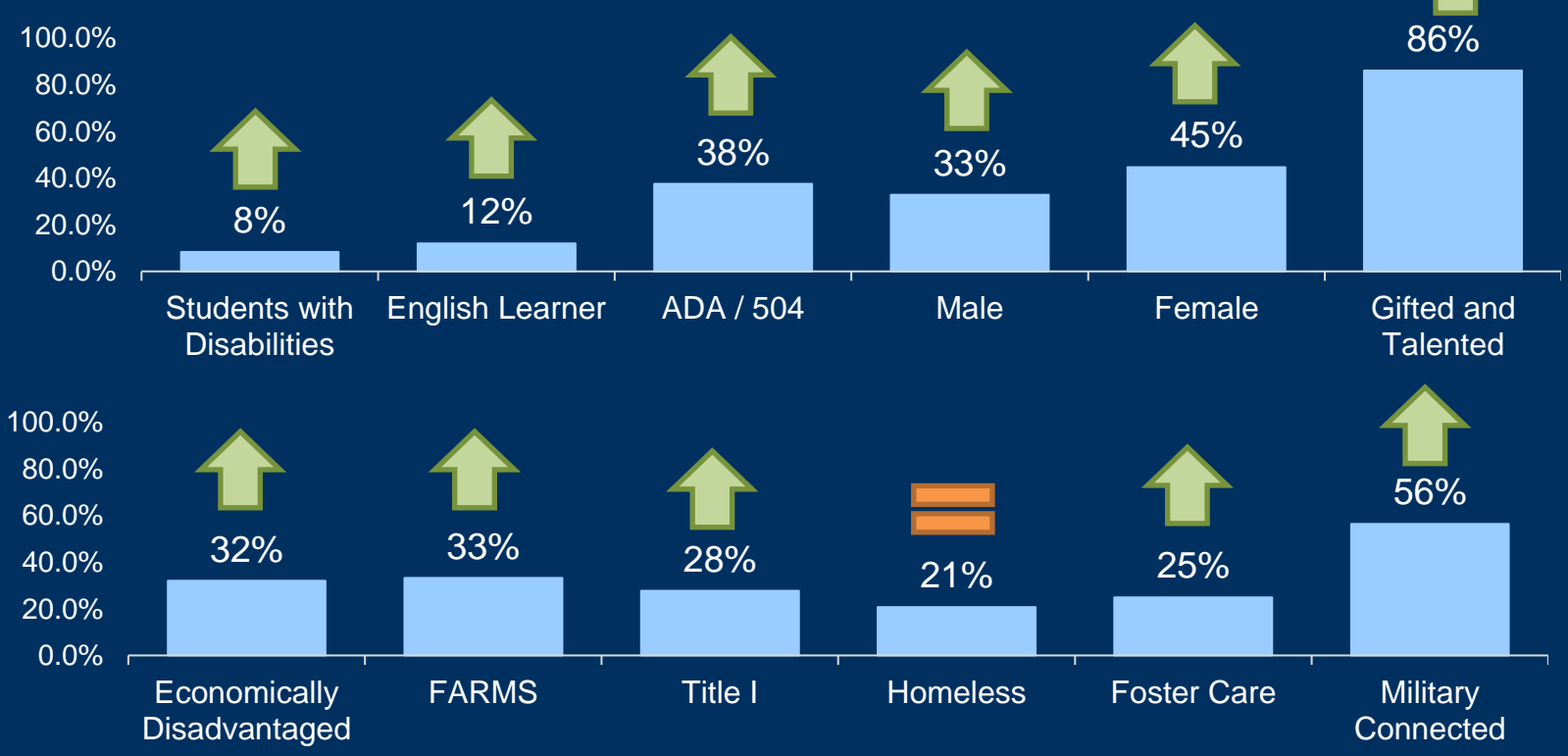
Focus Area 1: Accelerating Academic Achievement – ELA

The goal is to increase the percentage of students meeting or exceeding expectations on the MCAP ELA assessment. PGCPSS met every 2022-23 ELA target aligned with our strategic plan, except for Students with Disabilities.

Percent of Students Proficient on MCAP ELA by Race/Ethnicity



Percent of Students Proficient on MCAP ELA by Student Group



Increase from SY22
 Decrease from SY22
 No change from SY22

Strategy 1: Tutoring, Enrichment and Intervention Opportunities

TutorMe

PGCPS partnered with TutorMe to provide academic support to students in the form of tutoring during the school day. TutorMe is an online tutoring platform that connects students to live tutors, 24 hours a day in over 300 subjects. Students using the TutorMe platform can communicate with live tutors using audio, video, and chat functions. All students who attend PGCPS are eligible to use the one-to-one tutoring program.

8,999 Live student sessions

174 Schools with at least one student enrolled

13,400 Total students enrolled

"...Tutoring programs will greatly support and develop young minds that will one day lead this economy & country."

Parent, Samuel Ogle Middle
2022 Climate & Culture Survey

Carnegie Learning

Carnegie Small Group Tutoring provides high-dosage after-school tutoring that focuses on the skills at each grade level needed for mastery of grade-level content. A pre and post-assessment is administered at the beginning and end of the 10-week session to determine growth. On average, students showed between 50% - 64% growth from the pre to post test. Carnegie Learning also provides on-demand tutoring sessions to students. This service allows students to log in between the hours of 3:00 p.m. and 7:00 p.m. to access one-on-one tutoring with dedicated math-certified tutors for grades 3 through 12. 184 schools had at least one student enrolled.

4,655 K - 12 students enrolled in Carnegie Learning programs

>92%

Rate of surveyed students that said small group sessions were helpful

To learn more about this strategy visit: <https://www.pgcps.org/offices/curriculum-and-instruction/tutoring>.

Strategy 2: School Performance Plans

PGCPS creates School Performance Plans (SPPs) that allow for a transparent and collaborative school improvement process that focuses on teacher/adult practice and student achievement. Through the successful utilization of the SPP, schools can assess, plan, and monitor targeted improvements in challenging areas. The SPP has at least two SMART Goals, one of which is mathematics. The school performance planning process includes three formal Plan, Do, Study, Act (PDSA) cycles that support progress toward SMART Goals and performance targets. 100% of the 15 schools in the University of Maryland Network Improvement Community (NIC) completed at least one PDSA cycle. The data below highlights the rate of cycle completion for the 186 schools outside of the NIC community:

39 Schools completed three PDSA cycles.

47 Schools completed two PDSA cycles.

51 Schools completed one PDSA cycle.

“...I love my school because I learn so much like math and reading and have fun with my friends.”

Student, Thomas Johnson Middle
2022 Climate & Culture Survey

Strategy 3: Math Classroom Observations

PGCPS has prioritized classroom observations and learning walks in math classrooms. The Curriculum & Instruction Team identified mathematical focus areas – Central Office teams report that school teams are adopting processes and structures to support strategies outlined in their school-based math goals or targeted areas of improvement identified through performance indicators or assessment data.

85% Percentage of schools completing learning walks

To learn more about this strategy visit: <https://www.pgcps.org/offices/curriculum-and-instruction>.

Strategy 4: Parent Assessment Benchmark Portal

The PGCPS Pearson Access Parent Portal is a platform that allows parents and families of PGCPS students to access the Individual Student Report (ISR) results for completed Benchmark (Math, RELA, Science, and Social Studies) scores. On April 11, 2023 all families with registered emails in Schoolmax were emailed directions on how to register for access to the portal.

75,000 Families invited to register to the Parent Assessment Portal

2,500 Families enrolled in Parent Assessment Portal



“Teachers can dig the student performance data out of Pearson/TestNav, however it requires Excel acrobatics to put the data in a form the students might be able to read, understand and reflect on.”

Teacher
2022 Climate & Culture Survey

To learn more about this strategy visit: <https://www.pgcps.org/offices/curriculum-and-instruction>.



DATA & STRATEGIES FOCUSED ON:



IMPROVING SCHOOL CULTURE & CLIMATE

The subsequent pages highlight our data on school climate and culture during the 2022-23 school year. In addition, there is a highlight of some of the strategies used to improve school safety districtwide.

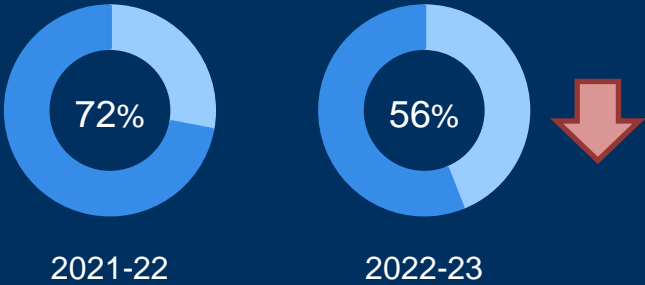


Focus Area 2: Improving School Culture & Climate

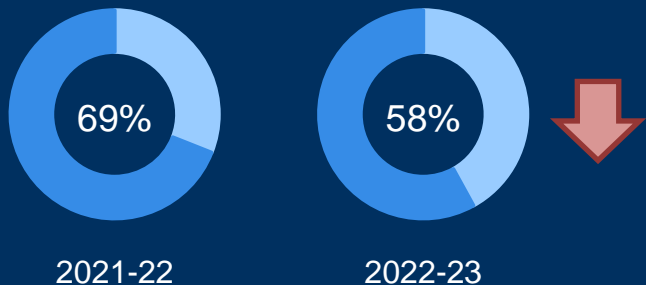
Stakeholders indicated more concerns with school safety and bullying on the 2022 PGCPs Climate Survey. Our goal is to increase feelings of safety and to decrease negative perceptions of bullying.

2022 Climate/Culture Survey Perceptions on School Safety and Belonging

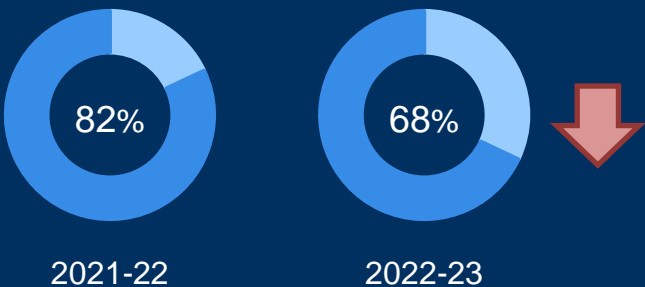
Percentage of stakeholders agreeing that [they/their child] feels safe at school/work



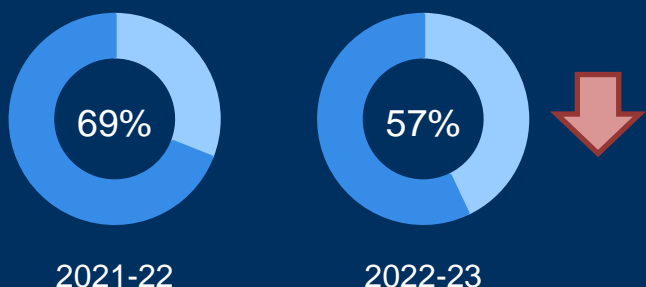
Percentage of stakeholders agreeing that bullying is not a problem at (their/their child's) school



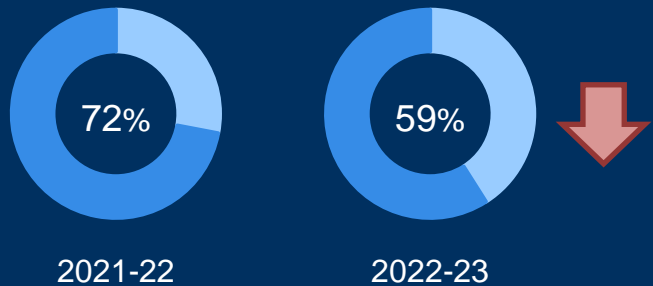
Percentage of stakeholders agreeing that students at [their/their child's] school feel welcome at the school



Percentage of stakeholders agreeing that students at [their/their child's] school feel connected to the school



Percentage of stakeholders agreeing that students at [their/their child's] school like school

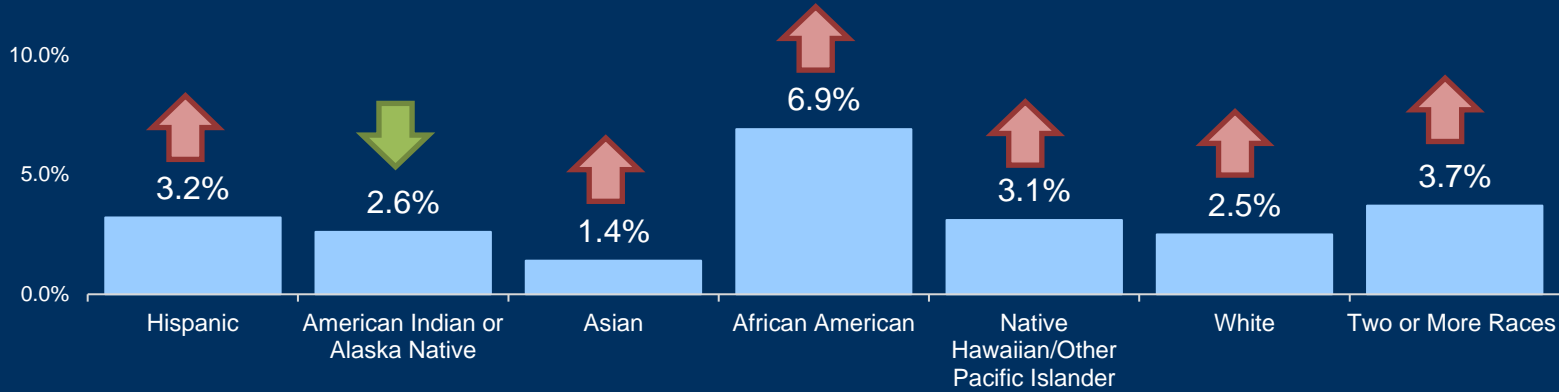


Increase from SY22 Decrease from SY22

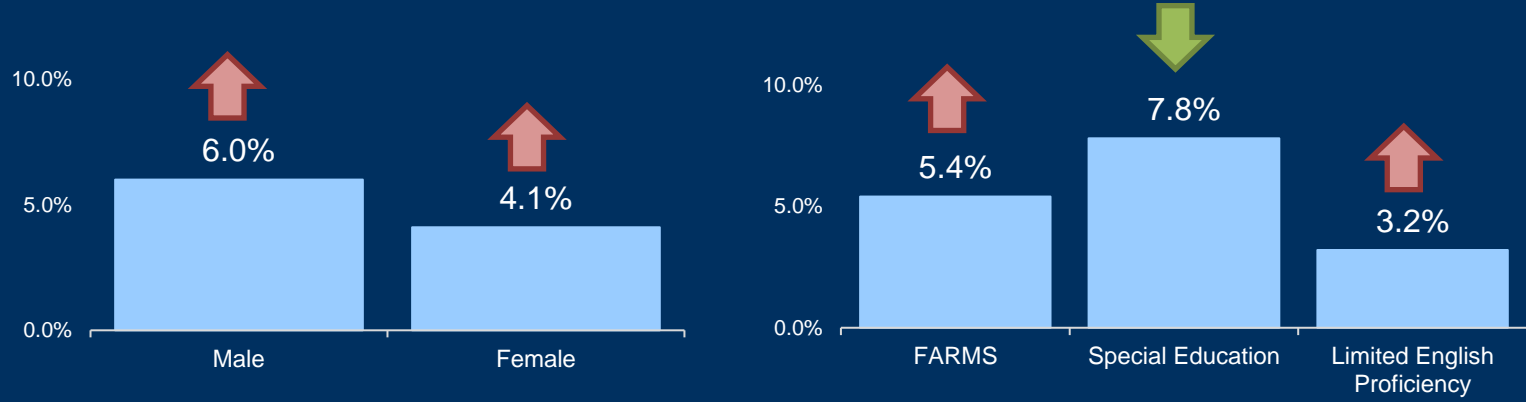
Focus Area 2: Improving School Culture & Climate

Suspension rates for most groups increased except for American Indian/Alaska Native students, FARMS, and Special Education students. The goal is to decrease the percentage of students receiving at least one in/out-of-school suspension.

Percent of Students Suspended by Race/Ethnicity



Percent of Students Suspended by Student Group and Gender

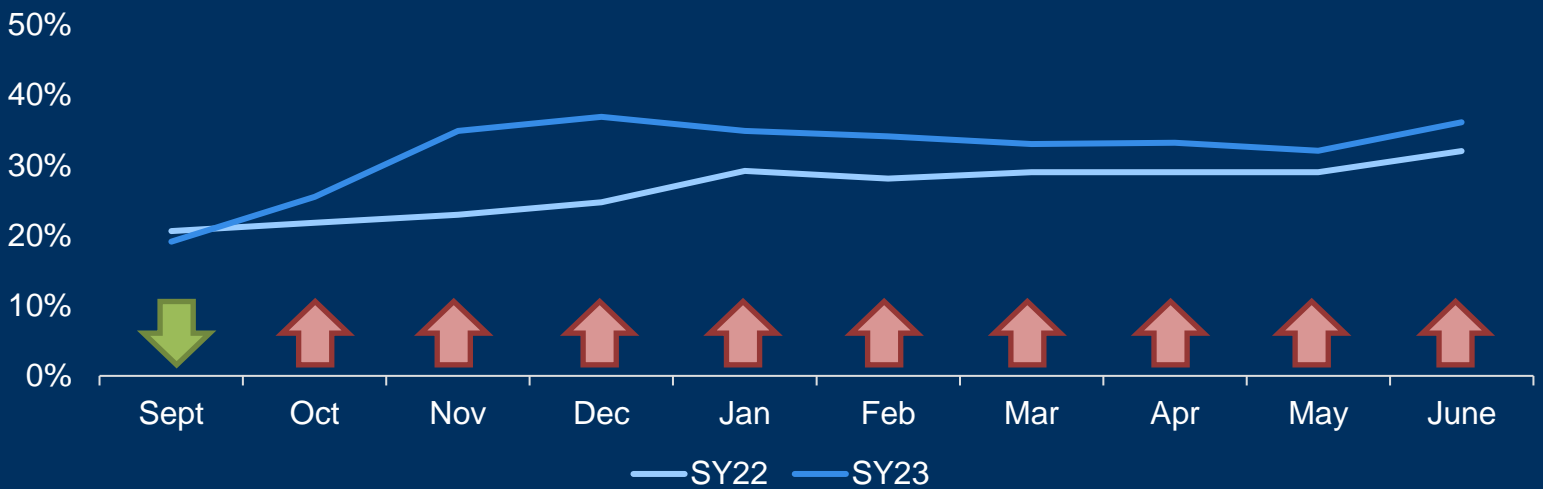


↑ Increase from SY22
 ↓ Decrease from SY22

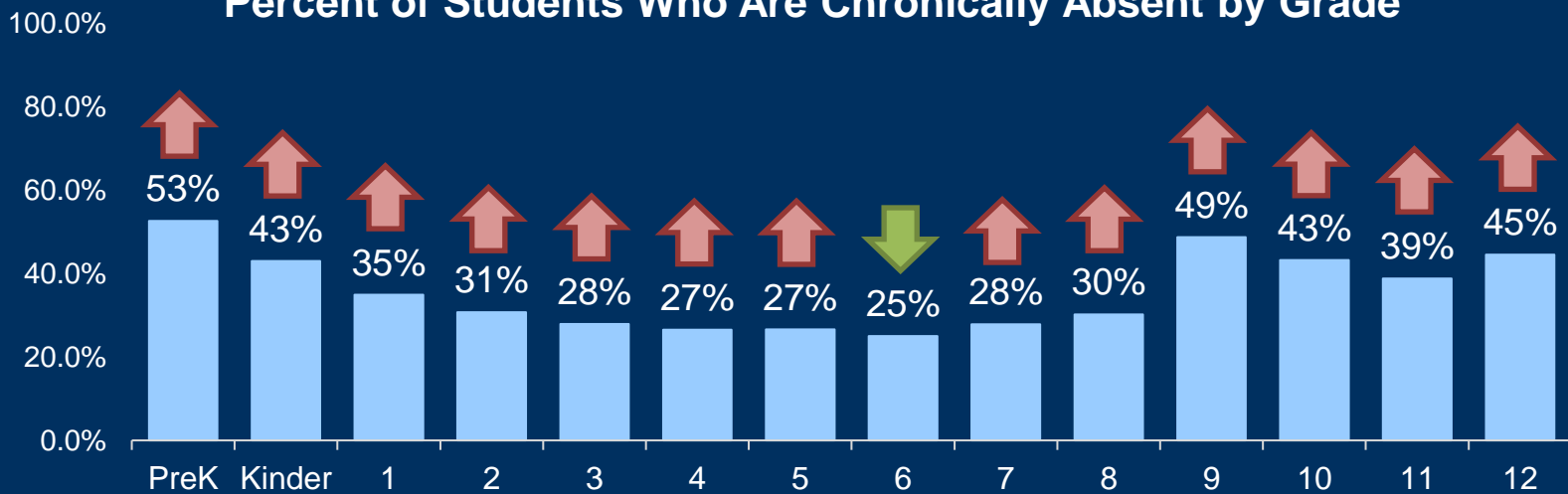
Focus Area 2: Improving School Culture & Climate

The goal is to decrease the percentage of students who are chronically absent with a focus on 9th graders. Chronic absenteeism rates in PGCPs are still high post-pandemic, particularly in high school grades.

Percent of Students Who Are Chronically Absent by Month



Percent of Students Who Are Chronically Absent by Grade



↑ Increase from SY22
 ↓ Decrease from SY22

Strategy 6: Professional Learning

Restorative Approaches

Restorative practices, an alternative discipline approach focused on repair rather than punishment, has attracted the attention of school districts throughout the United States. As mounting evidence demonstrates the long-standing system of punitive discipline to be not only ineffective in reducing behavioral incidents but to be detrimental to young people, particularly those of color, districts are increasingly turning to the research-supported practice of restorative justice.

473 Number of PGCPS staff trained in Restorative Approaches course

Cultural Competency

PGCPS staff engaged in several sessions throughout the year to support our district's journey toward becoming a more culturally responsive school district that ensures a welcoming, safe, and affirming environment for all students, families, and staff. Staff began the year learning about National Origin and Cultural Awareness and completed the year with the Equity Summer Learning Series focused on Black and Latino boys.

63% Rate of staff that believes PGCPS provides enough equity professional learning

89% Rate of staff that feels confident in delivering cultural-responsive instruction

“This training made me understand my immigrant students more, and I felt the value of my part as an educator in their lives.”

Teacher
Feedback from Professional Learning

Strategy 7: Family & Community Partnership

Family Institute

The Family Institute is designed to support the Learning Guardians of students in PGPCS i.e., families, educators, caretakers, and the community. The Institute has been developed to assist families in supporting their children's academic success and social emotional well-being. Courses included dual enrollment, state and district testing for the 2022-23 school year and supporting students' executive functioning skills.

12 Number of Family Institute modules facilitated throughout the 22-23 school year

83 Number of Parent Engagement Assistants serving in schools

Family & Student Focus Groups

PGCPS staff facilitated family and focus groups this spring to follow-up on trends highlighted in the Climate & Culture Survey. In several family focus groups, Parents insist that PGCPS improve family engagement in a way that treats parents as valued partners in their child's education. Multiple parents stress the importance of communicating updates regarding student successes, safety concerns, and improving accessible two-way communication methods for families with barriers such as their home language.

4 Number of family focus groups

4 Number of student focus groups

"...When I went to a school-sponsored event, there was no interpreter, so I used my little bit of Spanish to try to connect parents to where their grade level was located. The idea of the event was wonderful, but I'm like, 'You don't even have what the parents need for them to communicate in order for them to learn how to support their kids at home...'"

Parent
2023 Family & Student Focus Groups

Strategy 8: Innovative Learning Spaces

PGCPS opened the doors to six new state-of-the-art schools for the 2023-24 school year, underlining historic investments in modernizing rapidly aging school buildings and addressing growing enrollment. Known as the Blueprint Schools, they include four building replacements — Drew-Freeman Middle School in Suitland; Hyattsville Middle School; Kenmoor Middle School in Landover; and Walker Mill Middle School in Capitol Heights — and two new schools, Sonia Sotomayor Middle School at Adelphi and Colin L. Powell Academy in Fort Washington. Overall, the schools will provide capacity for 8,000 students in PGCPS.

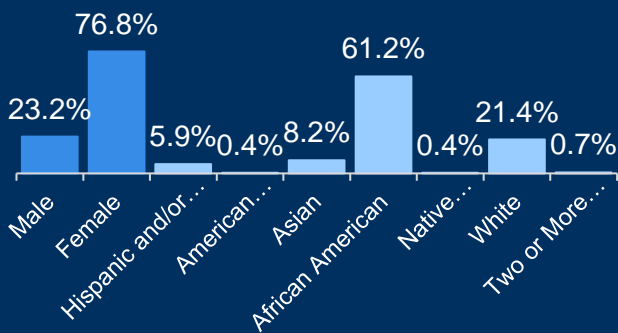
8,000 Added student capacity that the six schools will provide to PGCPS

4 Number of major projects underway this school year

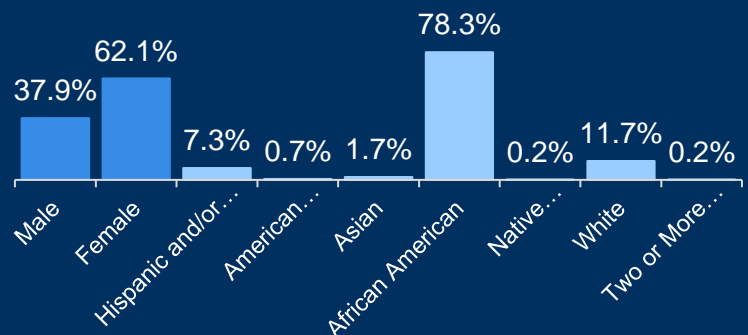
Strategy 9: Hiring Diverse Talent

PGCPS is committed to hiring top-quality talent and building a diverse workforce that reflects the diversity of Prince George’s County students. PGCPS analyzed student demographic data on race and ethnicity to shape its recruitment strategies, particularly for hiring Hispanic and male teachers and school leaders. Hiring strategies underway include diversity hiring fairs, collaboration with colleges serving high concentrations of Hispanic students, and pathway programs to encourage support personnel to become teachers. The graph below outlines the rate of diverse instructional staff in PGCPS last year.

INSTRUCTIONAL STAFF



NON-INSTRUCTIONAL STAFF



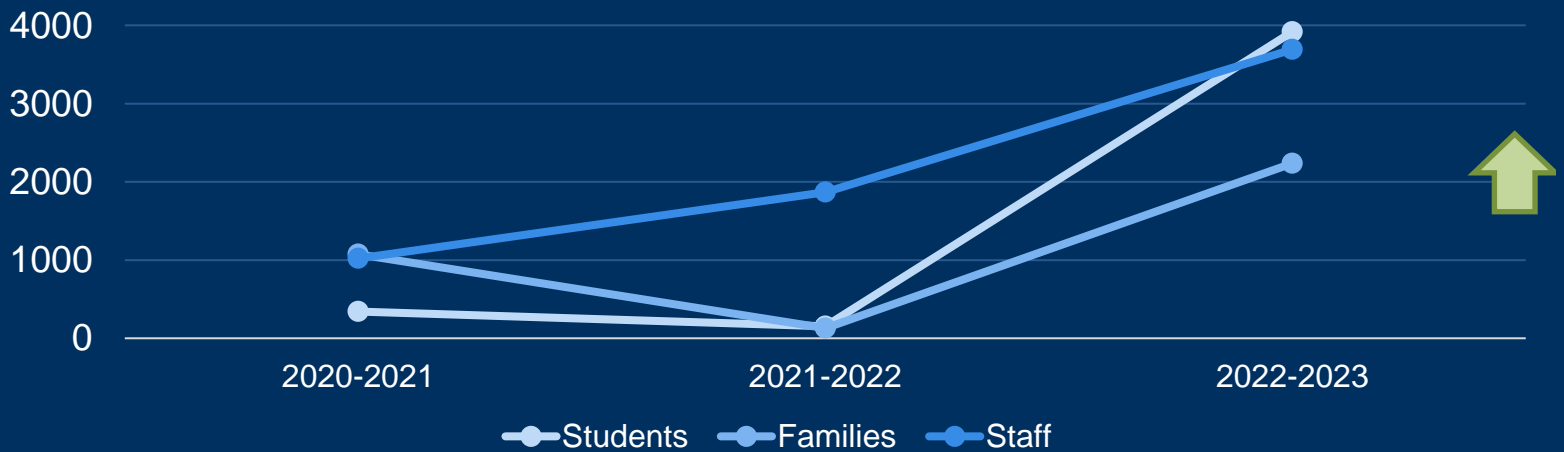
Strategy 10: Gathering Feedback

Over the past three years, we have continuously increased the number of stakeholders we are hearing from which has allowed us to gain insights into how different stakeholders feel about how we are meeting their wants and needs.

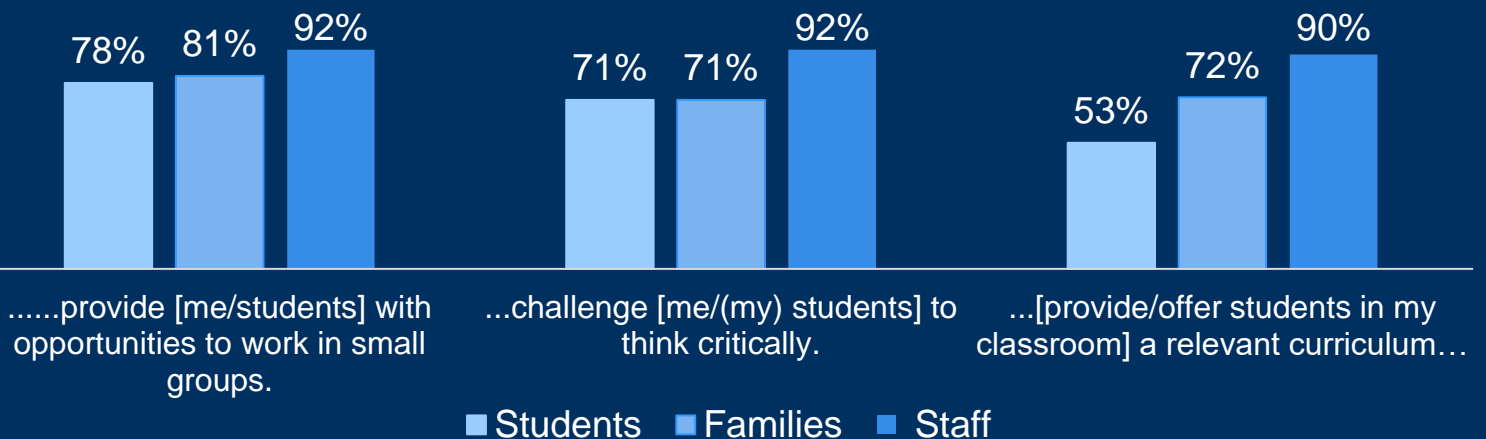
400% Increased participation in climate and culture survey across all stakeholder groups

10,000 Number of respondents in SY23/24

Climate & Culture Survey Stakeholder Responses



How Stakeholders Feel About Instruction





DATA & STRATEGIES FOCUSED ON:

ENHANCING MENTAL HEALTH & SOCIAL EMOTIONAL LEARNING



The subsequent pages highlight data and strategies utilized to increase mental health and social-emotional learning in PGCPS.



Focus Area 3: Enhancing Mental Health & Social Emotional Learning

PGCPS staff are gaining confidence in their ability to deliver socio-emotional learning strategies and trauma-informed instruction in the classroom, but there are differences in how students, families, and staff feel about their schools.

Instructional Staff Confidence in Incorporating Supports into Instruction

Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction

Percentage of instructional staff agreeing that they are confident in their ability to deliver trauma-informed instruction



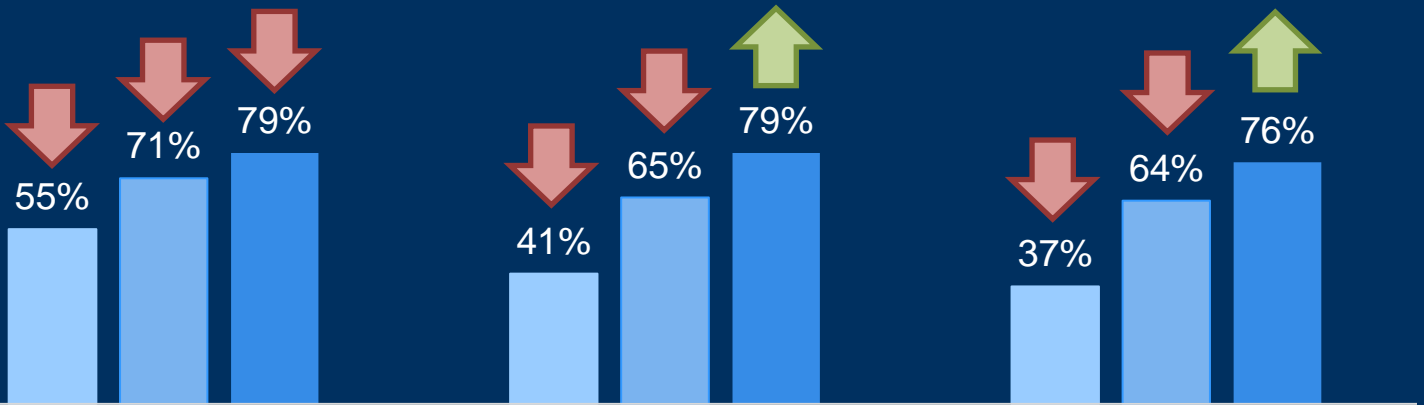
2021-22

2022-23

2021-22

2022-23

How Stakeholders Feel About Their School



...feel welcome at [school/work].

...like school.

...feel connected to the school.

■ Students ■ Families ■ Staff

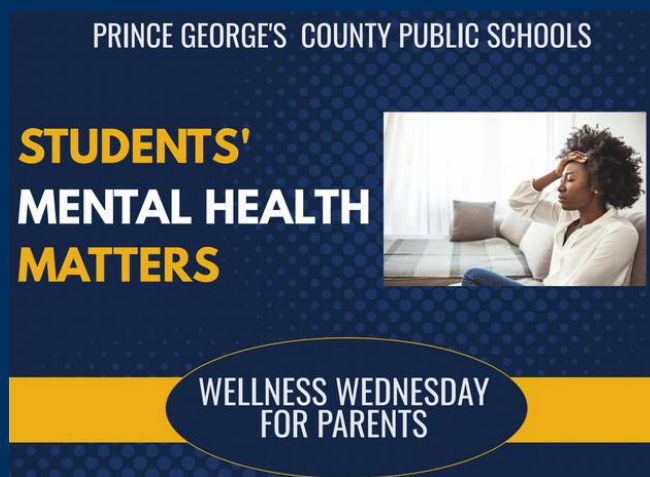
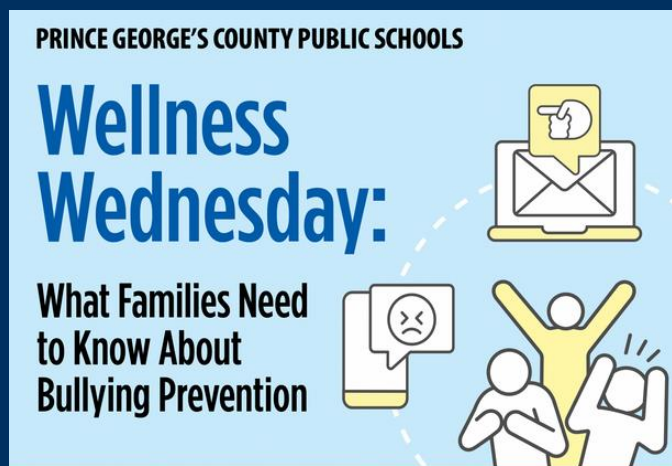
↑ Increase from SY22 ↓ Decrease from SY22

Strategy 11: Wellness Wednesdays

PGCPS organized Quarterly Wellness Wednesday Parent Sessions covering topics to address climate and culture in PGCPS. PGCPS hosted sessions centered on themes such as mental health, bullying, depression, school attendance, social media, and fentanyl. The sessions aimed to raise awareness about the significance of preventing bullying and ensuring safety in our school system. Parents noted that they preferred a hybrid approach instead of solely virtual sessions for better engagement. The videos are now available on the PGCPS YouTube Channel offering ongoing accessibility to the school community. Next year, PGCPS plans on creating a podcast series to allow increased engagement with the content.

6 Total number of Wellness Wednesday sessions

1,200 Number of views on the PGCPS YouTube channel



"...I'm also very excited that the school system enacted the two mental health days for our students, one per semester..."

*Parent, Samuel Ogle Middle
2023 Family & Student Focus Groups*

To learn more about this strategy, visit:
<https://www.youtube.com/playlist?list=PLyrgGY-qeL4RnSeLpGw2jMQg8VFBpjwX1>

Strategy 12: Social Emotional Learning Academy

PGCPS enrolled staff members into the Social Emotional Learning (SEL) Academy to cultivate certified SEL teachers who will effectively bolster the adoption of strategies aimed at enhancing the capability of adult personnel to facilitate peer-to-peer learning and provide comprehensive student support. Staff members are now certified in SEL through collaboration between Mt Holyoke and the National Network State Teachers of the Year. Additionally, a second cohort of SEL district steering committee meetings has become certified in SEL Leadership and Character Development.

45 Number of PGCPS staff members now certified in SEL

85% Percentage of PGCPS educators confident in integrating social-emotional learning strategies

Strategy 13: Hazel Telehealth

This year, PGCPS focused on expanding mental health services via telehealth for students physical and mental health needs. In partnership with the Prince George's County Public Health Department, the Hazel Telehealth platform allows school staff to connect students with a health care provider within minutes or a therapist for a scheduled appointment. Telehealth visits have been prevalent, primarily addressing issues like anxiety, sadness, family concerns, motivation, and academics.

63 Number of PGCPS schools equipped to access Hazel in health rooms

1,026 Total physical health visits at school and in homes

"..Social Emotional needs more attention...students can not focus on academics if dealing with emotional needs. I begin each class with a journal of how are you feeling, light soft music and a minute or two of relaxation breathing, grades improve, behavior is perfect..."

*Staff, Northwestern High
2022 Climate & Culture Survey*

To learn more about this strategy visit: <https://my.hazel.co/pgcps/info>

Looking Forward

Our district is committed to providing additional support to unique student populations that need it most. Our focus areas remain the same with 23-24 focus areas specifically targeting these populations. PGCPS will focus on all academic areas but continue to emphasize mathematics.



Accelerating Achievement with a focus on Math

PGCPS will improve educational outcomes in all subject areas with a focus on mathematics and target two groups: multilingual learners and students with disabilities. PGCPS will increase outcomes for Kindergarten Readiness, 9th grade on track, and graduation rates.



Improving Climate & Culture

PGCPS will reduce overall rates of chronically absent students, particularly students in grade 9. PGCPS will ensure equitable TAG enrollment for Hispanic/Latinx students and increase the recruitment of male and Hispanic/Latinx staff. PGCPS will also reduce suspensions for students with disabilities.



Enhancing Social-Emotional Learning & Mental Health

PGCPS will work to ensure that students who use mental health supports have improved academic outcomes and create inclusive, culturally responsive learning environments where bullying is not a problem and students, families and staff feel safe and welcome.

Contact Us:

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“PGCPS is making strides to improve the culture and climate in all schools. Work still needs to be done, but I see progress, and the work must continue to reach the goal. Stay encouraged!”

*Teacher, Drew-Freeman Middle School
2022 Culture & Climate Survey*