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# Prince George's County Alternative Governance Plan Maryland State Board of Education

William R. Hite, Superintendent

# Mission



Prince George's County Public Schools (PGCPS) is dedicated to preparing all students to graduate from high school ready for college and/or work. Being college and career ready means that graduates have 21st Century skills, so they are prepared for 21st century jobs. Our graduates will be:

Effective Communicators and Collaborators  
Successful Problem Solvers  
Responsible People  
Engaged Global and Domestic Citizens.

Graduates will also exhibit mastery in the core content areas of knowledge — English, mathematics, science, social studies, fine arts, physical education, health technology, and world languages.

- The most important action is between the teacher and the learner
- Teaching improves through reflection with colleagues around practice
- Rigor and high expectations are attainable through the alignment of curriculum, assessments and practice
- Principals are the guiding force in setting the expectations and culture of a school

# Interaction between Teacher and Learner

Full Implementation of the Framework for Teaching which sets standards for

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

# Interaction between Teacher and Learner

- Consideration of the Learner through Universal Design for Learning
- Targeted interventions through the use of Tier I, II and III interventions in RtI including the implementation of the RtI Tracking Tool
- Scheduling of intentional Intervention and Enrichment periods

# Teaching Improves through Reflection with Colleagues around Practice



- Intentional and monitored use of collaborative planning
- The implementation of Data Wise protocol (Harvard and RTTT)
- Development and use of common assessments around the critical standards
- Focus on the transition to the Common Core State Standards utilizing the Institute for Learning unit design.
- Implementation of Disciplinary Literacy (IFL)

Cognitive demand is the expectation on students' thinking. It is the level and depth of thinking required to accomplish a task.

- Commitment to a knowledge core
- High thinking demand
- Active use of knowledge

## Commitment to a Knowledge Core

Includes:

- An articulated curriculum that avoids needless repetition and progressively deepens concepts
- Curriculum and instruction that is organized around major concepts
- Teaching and assessment that focus on the mastery of core concepts (fluency)



## High Thinking Demand

- Students are expected to raise questions, to solve problems, and to reason.
- Challenging assignments are included in every subject.
- Extended projects are a part of the curriculum.
- Explanations and justification of ideas and opinions are expected of all students.
- Reflection on learning strategies is evident in discussion and student work.

## Active Use of Knowledge

Students are expected to:

- synthesize several sources of information,
- test understanding by applying and discussing concepts,
- apply prior knowledge, and
- interpret texts and construct solutions.

Principal development is focused on

- Certification in the Framework for Teaching
- Cognitive Demand
- Collaborative Planning
- Instructional rounds
- Central Office reorganization to support principals
- Student based budgeting
- Differentiated professional development

# The Four 2012-2014 Alternative Governance Schools



- Barnaby Manor Elementary School
- Francis Scott Key Elementary School
- Thomas Stone Elementary School
- James Madison Middle School

# School Specific Strategies

<b>School</b>	<b>Strategies</b>
Barnaby Manor	Breakthrough Center involvement Thematic unit design
Francis Scott Key	Co-teaching model Breakthrough Center involvement
Thomas Stone	Co-teaching model for CSEP students
James Madison	Implementation of Middle Years Programme

# District Infrastructure Changes



- Re-organization into smaller supervisory units. One Instructional Director for 11-14 schools.
- Focus on building principal capacity.
- Performance management with goals and expectations and high accountability.
- Restructure central office to be “school facing” with rapid response from central office to schools in need.
- Frequent monitoring through the PMAPP process.
- Development of a Data Warehouse for easy access to data.
- Race to the Top funds for data capacity.

# AG Oversight Board - Monthly Meetings



- Diverse group of Central Office decision-makers able to respond in a timely fashion to the needs of the schools.
- Board members represent the following areas and others as appropriate:

Chief Academic Officer

School Improvement

Area Associate Superintendents and Instructional Directors

Title I

Special Education & Talented and Gifted

Human Resources

Curriculum and Instruction

Student Services

English Language Learners

Professional Development

Teacher's Union

Information Technology

Assessment/Testing/Research/Evaluation

Budget & Finance

# Conclusion



Prince George's County must implement the necessary reforms to prepare all students to be career and college ready. This implementation must permeate all schools and reach into the classrooms. We must engage the community in dramatic and lasting change. It is the civil rights issue of our day.