



DR. SHAWN JOSEPH'S 100-DAY ENTRY PLAN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

**LISTENING WITH PURPOSE.
LEADING WITH INTEGRITY.
ADVANCING EXCELLENCE FOR
EVERY CHILD.**



PURPOSE OF THE PLAN

The 100-day entry plan is a deliberate roadmap to engage deeply with the PGCPs community, assess district systems and culture, and lay the foundation for transformative action. This plan is designed to build trust, promote equity, enhance student achievement, and improve organizational effectiveness.



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.



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.





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.

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DEAR PRINCE GEORGE'S COUNTY COMMUNITY,



We greet you with hope in our hearts, deep pride in our shared legacy, and a renewed commitment to the children and families of Prince George's County Public Schools (PGCPS). Together—as educational, civic, and community leaders—we stand united at a pivotal moment in our district's journey. Our purpose is clear: to strengthen PGCPS so that every student, regardless of zip code, race, or circumstance, is empowered to dream boldly, achieve greatly, and lead confidently.

Prince George's County is more than a place—it is a symbol of progress. For generations, we have been a proud, resilient, and trailblazing community, home to one of the most prominent and successful populations in the nation. Our county has given rise to national thought leaders, global innovators, fierce advocates, and everyday heroes. This legacy reminds us of our capacity—not only to overcome adversity—but to lead with vision, integrity, and excellence.

Our schools are the heart of our community. When they flourish, our neighborhoods thrive. When our children excel, our democracy deepens. In a world searching for models of equity, innovation, and justice, Prince George's County has the power to be a national beacon—a place where students are not merely supported but celebrated, not merely seen but deeply known.

As we embark on the next 100 days of transitional leadership, we do so with reverence for the past and faith in the future. Our 100-Day Entry Plan will center five critical areas: strengthening governance, advancing student achievement, investing in human capital, supporting wellness and safety, and ensuring operational excellence. But beyond plans and protocols, our greatest asset will be you—our families, educators, students, faith leaders, alumni, and partners—who bring love, insight, and conviction to our shared work.

This is not the work of one superintendent or one board or one government—it is the sacred work of a unified village. We invite you to be part of this transformational season: join a community forum, participate in school events, share your voice, and help us write the next chapter of our collective story.

In Prince George's County, we do not wait for hope—we create it. We do not watch change—we lead it. And we do not walk alone—we rise together.

With shared purpose and unwavering belief in our children,

DR. SHAWN JOSEPH
Interim Superintendent
Prince George's County
Public Schools



BRANNDON JACKSON
President
Prince George's County
Board of Education



AISHA BRAVEBOY
County Executive
Prince George's County,
Maryland





**"IN PRINCE GEORGE'S COUNTY,
WE DO NOT WAIT FOR HOPE—
WE CREATE IT. WE DO NOT
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AND WE DO NOT WALK ALONE—
WE RISE TOGETHER."**

DR. SHAWN JOSEPH, BRANNDON JACKSON, AISHA BRAVEBOY



TIMELINE

1 – 30
DAYS

IMMEDIATE PRIORITIES

- Board of Education Strategic Priorities Alignment
- Engage in Labor Contract Review and Negotiation Planning
- Staffing and Recruitment
- Comprehensive Review of Academic Performance Data
- Audit and Synthesize Existing Strategic Plans and their alignment to The Blueprint for Maryland's Future
- Community Engagement and Listening Campaign

31 – 60
DAYS

SUSTAINED PRIORITIES

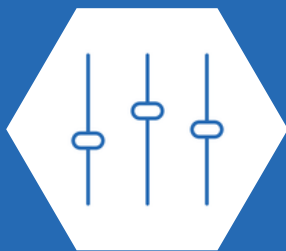
- Board of Education Strategic Priorities Alignment
- Audit and Synthesize Existing Strategic Plans and their alignment to The Blueprint for Maryland's Future
- Communications and Community Engagement Readiness
- Operational Efficiency
- Facilities and Operations Readiness

61 – 100
DAYS

SUSTAINED PRIORITIES

- Instructional and Programmatic Readiness





**STRATEGIC
ALIGNMENT**



TALENT



ACADEMICS



**THE BLUEPRINT
FOR MARYLAND'S
FUTURE**



**COMMUNITY
ENGAGEMENT**

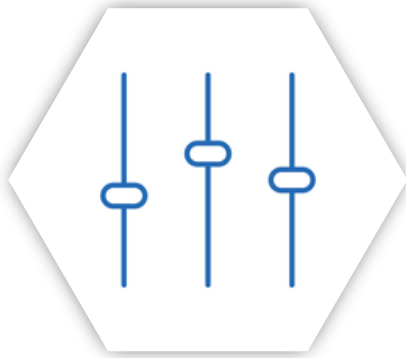


OPERATIONS



100-DAY ENTRY PLAN **PRIORITIES**





PRIORITY AREA 1

STRATEGIC ALIGNMENT

DAYS 1-30: IMMEDIATE PRIORITIES

Board of Education Strategic Priorities Alignment

- Conduct one-on-one meetings with each board member to understand expectations, strategic priorities, and governance aspirations.
- Host a facilitated Board of Education retreat to calibrate on superintendent evaluation protocols, communication norms, key district goals, and board committee structures.
- Establish a shared governance calendar and regular communication cadence between the superintendent and the board.
- Engage in team building with the board.
- Establish criteria for superintendent success within the first 100 days.

DAYS 31-60: SUSTAINED PRIORITIES

Board of Education Strategic Priorities Alignment

- Schedule a second retreat to revisit the strategic plan goals, prioritize 2025-2026 priorities, and review 2025-2026 budget priorities.
- Facilitate an in person listen and learn session with each board member in their district within the first 60 days.
- Establish a process to begin discussing the 2026-2027 budget.
- Refine board committees to align to 2025-2026 strategic priorities.
- Establish key performance indicators and establish district-wide, public facing data dashboard based upon strategic goals.
- Schedule times to present 100 day artifacts to the board based upon initial expectations that were set.

DAYS 61-100: SUSTAINED PRIORITIES

Board of Education Strategic Priorities Alignment

- Review the Title 1 Budget to determine return on investment of allocated dollars.
- I and/or a designee will be assigned to attend PGCEA monthly representative council meetings and board of director meetings.



PRIORITY AREA 2

TALENT

DAYS 1-30: IMMEDIATE PRIORITIES

Engage in Labor Contract Review and Negotiation Planning

- Meet with legal counsel and labor relations staff to be briefed on existing collective bargaining agreements and the current status of negotiations.
- Convene introductory sessions with union leadership to discuss key areas of interest and concern.
- Ensure alignment between labor contracts, district strategic goals, and the Blueprint for Maryland's Future related to staffing, compensation, and working conditions.
- Collaborate with the County Executive's Office and the Council to ensure labor contracts are sustainable over time and address local and state mandates.

Staffing and Recruitment

- Finalize staffing and vacancy reviews (By July 1).
- Conduct a district-wide audit of all instructional, support, and leadership vacancies.
- Target hard-to-fill positions (special education, ELL, STEM, bus drivers, etc.) with immediate recruitment incentives.
- Activate real-time vacancy dashboards for school leaders.
- Review union partnerships to refine onboarding experiences.
- Identify high-needs schools and ensure there is a targeted plan to appropriately staff them.
- Review special education staffing and prioritize a plan to ensure special education students are prioritized and we are in compliance of all federal and state laws.
- Meet with the state to understand all available options to recruit and secure highly-qualified candidates for vacancies.
- Communicate with unions, principal, and stakeholders on plans to address vacancies and support streamlined on-boarding processes.
- Investigate virtual teaching options in hard to fill vacancies and work with the unions to investigate our internal capacity for virtual teaching in hard to fill vacancies.
- Review recruiting capacity and budgets and reallocate funds, as necessary, to ensure that we maximize the urgency of filling historic vacancies, particularly in special education, reading, and mathematics.
- Collaborate with all unions to develop an agreement on our shared commitments to partnership and respect.

DAYS 61-100: SUSTAINED PRIORITIES

Teacher Workload

- Establish a joint committee to look at teacher workload and educator well-being.



PRIORITY AREA 3

ACADEMICS

DAYS 1-30: IMMEDIATE PRIORITIES

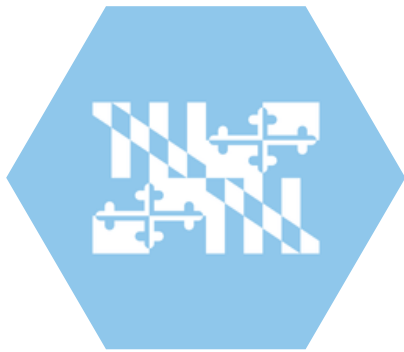
Comprehensive Review of Academic Performance Data

- Analyze student achievement data disaggregated by school, grade level, race, socioeconomic status, disability status, and English language proficiency.
- Identify schools demonstrating both high performance and significant challenges to inform targeted supports and interventions.
- Brief senior leadership and the board on initial academic findings and implications for instructional practice and resource allocation.

DAYS 61-100: SUSTAINED PRIORITIES

Instructional and Programmatic Readiness

- Ensure each school's plan includes goals aligned to PGCPs strategic goals, metrics, and MTSS supports.
- Review Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) plans submitted to MSDE to assess alignment with student achievement goals, strategic use of resources, and budgetary priorities.
- Build in measurable key performance indicators to monitor instructional quality and student growth.
- Assess whether schools made adequate expected growth from the 2024-2025 academic year.
- Study which schools exceeded growth, met growth, or underachieved expected growth and set targeted plans for schools based upon findings.
- Review current grading and reporting policies.



PRIORITY AREA 4

THE BLUEPRINT FOR MARYLAND'S FUTURE

DAYS 1-30: IMMEDIATE PRIORITIES

Audit and Synthesize Existing Strategic Plans and their alignment to The Blueprint for Maryland's Future

- Review all existing action plans, including school improvement plans, the district's strategic plan, and any state-mandated recovery plans.
- Evaluate the alignment of current initiatives to board-approved goals and the Blueprint for Maryland's Future.
- Identify gaps, redundancies, and urgent areas needing acceleration or redirection.

DAYS 31-60: SUSTAINED PRIORITIES

Audit and Synthesize Existing Strategic Plans and their alignment to The Blueprint for Maryland's Future

- Ensure effective communication of the 2025-2026 priorities as they relate to the PGCPs strategic plan and the Blueprint for Maryland's Future.
- Identify key abandonment goals that do not align with the board of education's priorities and the Blueprint for Maryland's Future.
- Ensure student-based budgets at the school level reflect 2025-2026 priorities and ensure plans reflect investments in job-embedded professional development aligned to strategic priorities.
- Review the current career ladder implementation.



PRIORITY AREA 5

COMMUNITY ENGAGEMENT

DAYS 1-30: IMMEDIATE PRIORITIES

Community Engagement and Listening Campaign

- Launch a Superintendent's Listening Tour engaging students, families, staff, faith leaders, business partners, political leaders, and advocacy organizations utilizing a combination of virtual and in person meetings.
- Partner with each board member to visit a school in their district as part of the listening tour.
- Initiate a Superintendent's Community Cabinet to provide real-time feedback and deepen civic trust.
- Re-establish Prince George's County Parent Council.
- Review existing perception data or deploy perception and climate surveys if no data is available to gauge stakeholder confidence and uncover emerging concerns.
- Participate in a virtual parent meeting with districts 1-9.

DAYS 31-60: SUSTAINED PRIORITIES

Communications and Community Engagement Readiness

- Share key changes, initiatives, and family supports through multiple platforms (social media, website, print, town halls).
- Translate communications into all major languages spoken across the district.
- Highlight improvements in staffing, curriculum, wellness services, and facilities.
- Organize town halls, resource fairs, and school-based welcome events to effectively communicate with parents and partners.
- Provide a communications toolkit that outlines the district vision, strategic goals, Blueprint mandates, and crisis response protocols to principals.
- Revisit and strengthen the Parent Involvement Policy to reflect current, research-based practices to empower parents.
- Collaborate with the communications and engagement team to design and implement a tailored outreach plan for families and communities who are non-native English speakers.



PRIORITY AREA 6

OPERATIONS

DAYS 31-60: SUSTAINED PRIORITIES

Operational Efficiency

- Evaluate budget alignment to priorities, including grant funding sustainability.
- Review procurement, facilities, technology, and transportation systems for equity and effectiveness.
- Evaluate the use of AI technology within PGCPs to support efficiency and effectiveness.
- Establish a process to determine ROI on expenditures.
- Determine whether PGCPs has the capacity to evaluate ROI on strategic expenditures or whether this process needs to be outsourced.
- Host community-facing budget town halls to enhance transparency.

Facilities and Operations Readiness

- Assign facilities teams to verify HVAC, plumbing, electrical systems, and safety compliance.
- Prioritize deferred maintenance projects, especially in high-needs communities.
- Coordinate with custodial supervisors for a staggered deep-cleaning schedule across all buildings.
- Audit supplies of hygiene products (soap, sanitizers, PPE) in anticipation of ongoing public health needs.
- Confirm delivery and distribution of textbooks, digital devices, science lab materials, and curriculum supplements.
- Establish a “materials arrival and inspection” system to avoid delays in instructional readiness.
- Prioritize high-poverty schools for early deliveries and additional resources.



CLOSING STATEMENT

IN A DISTRICT AS PROUD, COMPLEX, AND VIBRANT AS PRINCE GEORGE'S COUNTY, THIS 100-DAY PLAN IS A BEGINNING—NOT AN END. IT IS A PROMISE TO LISTEN BEFORE LEADING, TO ACT WITH EQUITY AT THE CORE, AND TO MODEL THE EXCELLENCE WE EXPECT OF EVERY EDUCATOR, STUDENT, AND STAKEHOLDER.

"WE RISE TOGETHER—NOT BY CHANCE, BUT BY COMMITMENT."

DR. SHAWN JOSEPH

Interim Superintendent
Prince George's County Public Schools







