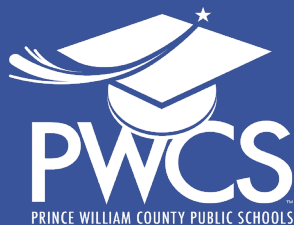




STRATEGIC PLAN

Adopted February 2026





Dear PWCS Families, Employees, and Community,

Our collective vision is to see every student graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community. It is not enough for students to meet today's standards; we must prepare them for the opportunities, challenges, and innovations of the future. Our success will be measured by our students' readiness to lead meaningful lives and contribute as well-rounded global citizens.

Elevate 2030 builds upon the foundation set by Vision 2025. Our core values of Equity, Inclusivity, Innovation, Integrity, Resilience, and Well-Being—those tenets that brought stability to the previous plan—will remain constant throughout the next four years. We have deepened our commitment to learning and achievement for all, creating a positive climate and culture, family and community engagement, and organizational coherence. However, Elevate 2030 is all about cultivating a future-focused division aimed toward global competency, personalized and adaptive learning, and teacher empowerment.

We believe that access to high-quality education is every child's fundamental right. Elevate 2030 inspires us to create the conditions for students to be explorers—visionary, courageous, and compelled to ask questions, seek new perspectives, and discover what is possible in a world defined by change. Our vision requires instructional excellence across every classroom—where teaching is innovative, inclusive, and responsive to the diverse needs and rich cultural assets of our students.

To achieve our strategic goals, every PWCS school must foster welcoming, safe, and nurturing learning environments where students feel supported mentally, emotionally, and physically. Our classrooms must be curated learning spaces that honor the full, three-dimensional brilliance of our students. They should see themselves clearly in the curriculum but not be defined or limited by it. High-quality instruction offers both a mirror that affirms and a window that widens their view of the world and their place within it.

Our students and schools will only be successful through authentic partnerships with families and our broader community. We must remain open, engaged, and transparent, strengthening trust by sharing timely information and valuing the voices of those we serve. PWCS is committed to acting with integrity, collaborating effectively, and pursuing continuous improvement.

Elevate 2030 is our roadmap for moving beyond—with clarity, with urgency, and with hope. By continuing to work together, we will unlock new possibilities for every learner and codify Prince William County Public Schools as a destination where students launch thriving futures and elevate to new horizons.

Sincerely,

LaTanya D. McDade, Ed.D.
Superintendent

Background

Prince William County Public Schools (PWCS) has consistently prioritized equitable access to quality education and student success for all learners. In February 2022, the Prince William County School Board adopted the *PWCS Vision 2025 Launching Thriving Futures Strategic Plan*, which resulted from extensive collaboration among school-based staff, central office staff, parents, students, business leaders, and community members. Centered on four key commitment areas— Learning and Achievement for All, Positive Climate and Culture, Family and Community Engagement, and Organizational Coherence—the plan was shaped in response to the challenges and lessons learned during the COVID-19 pandemic, emphasizing resilience, adaptability, and the value of community partnerships in education. Guided by shared values and aspirations, Vision 2025 set out specific goals and strategies for the division over four years, transforming an ambitious initiative began in 2021 into a story of real progress and transformation across PWCS.

As the school division looks ahead, the *PWCS Elevate 2030 Strategic Plan* will build upon the successes and insights gained from Vision 2025. It will address emerging needs, define new goals and objectives, and incorporate innovative strategies to ensure that every student is prepared to thrive in a rapidly changing world.

The process for developing the 2030 Strategic Plan was grounded in the principles of inclusivity, transparency, and continuous improvement, reflecting the approach taken from Vision 2025. PWCS gathered input from a broad spectrum of stakeholders, including students, families, educators, school leaders, business and community partners, and Board members. To ensure comprehensive feedback, the division conducted 17 engagement sessions with a total of 291 participants and collected responses from 5,209 survey respondents. The division partnered with researchers to analyze feedback and comments from stakeholder engagement sessions.

As part of the effort, division leaders developed interdisciplinary teams of central office and school-based leaders to reflect on the goals and outcomes of Vision 2025, identifying areas of strength and opportunities for growth. Performance data, demographic, national, and performance trends, research, and stakeholder priorities informed the identification of initiatives for the next strategic cycle. Stakeholder input was synthesized to reaffirm core values such as equity, inclusivity, innovation, integrity, resiliency, and well-being, and commitment areas were refined to address the evolving needs of students and the community.

A draft of the 2030 strategic plan was then developed, outlining the objectives, theories of action, goals, and strategies. This draft was shared with the School Board and the public for feedback and further refinement. Following review and revision, the final strategic plan was presented to the School Board, which voted unanimously for adoption.

To ensure fidelity, PWCS established systems for ongoing evaluation, transparent reporting, and stakeholder engagement throughout the life of the new plan. Annual reviews and updates will ensure the plan remains responsive to changing needs and circumstances, thus maintaining a cycle of continuous improvement and accountability.





Vision

Every student will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community.



Mission

- To serve as trusted partners in education with our students, families, and community.
- To prepare our students to be critical thinkers, responsible digital citizens, innovators and visionaries, resilient individuals, and global collaborators.
- To commit to inclusive practices and equity with an expectation of excellence from every student and employee, every day.



Core Values



Equity

We strive to provide equitable opportunities and support for all students.



Inclusivity

We celebrate our diversity as a strength and welcome all students.



Innovation

We seek knowledge to create new and unique ideas to reach students.



Integrity

We trust that we do what is best for students by nurturing effective interpersonal relationships, demonstrating dependability, and doing the right thing in all circumstances, even if no one is watching.



Resiliency

We embrace practices that help us adapt well in the face of adversity, solve problems, and cope with change and challenges in a healthy way.



Well-Being

We take responsibility for the well-being of students' physical and mental health, and we take measures to help students, families, and employees feel supported and protected so they can thrive.

PWCS Profile of a Graduate

To ensure students have the habits of mind to create a thriving future for themselves and their community, every PWCS student will develop the knowledge and skills throughout their pre-K–12 experience to graduate with the following qualities:



Critical Thinker

Persona:

A critical thinker applies knowledge to everyday life situations to make independent decisions. They view the world around them objectively and question ideas through an analytical lens to determine what is true.

Behaviors:

- Achieves and applies appropriate academic and technical knowledge.
- Uses critical reading skills to analyze, interpret, and evaluate.
- Utilizes mathematical and scientific reasoning to question, observe, test, analyze, and draw conclusions.
- Demonstrates productive workplace skills, qualities, and behaviors.
- Influences and communicates through strong written and verbal skills.
- Connects ideas, trends, and current events through an understanding of diverse historical contexts.



Digital Citizen

Persona:

A digital citizen uses information technology to better the world around them. They can utilize technology safely and effectively to gather data and information and apply critical thinking to make informed choices. A digital citizen engages online responsibly and ethically in society and government.

Behaviors:

- Constructs knowledge through critical and analytical use of technology.
- Uses digital tools to explore and exchange ideas safely and responsibly.
- Manages a healthy balance between online and real-world lives.
- Employs ethics, empathy, and understanding in digital experiences.



Innovator and Visionary

Persona:

An innovator and visionary brings a sense of hope, creative thinking, and encouragement to solve the problems facing society today and in the future. They have an entrepreneurial drive and a desire to make a positive difference.

Behaviors:

- Demonstrates curiosity for lifelong learning.
- Aligns knowledge, skills, and personal interests with career opportunities.
- Contributes to solutions that benefit the community, country, and world.
- Understands global challenges and the ability of the individual to effect change.
- Promotes innovative practices for sustainability and environmental responsibility.



Resilient

Persona:

A resilient person feels confident in their ability to manage their own lives and overcome setbacks. They have the skills to navigate obstacles and adapt well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.

Behaviors:

- Believes in their self-worth and has confidence in their own abilities.
- Demonstrates empathy, compassion, and respect for others.
- Applies healthy habits and coping strategies to persevere in the face of adverse circumstances.
- Develops connected networks of support.



Global Collaborator

Persona:

A global collaborator views themselves as a citizen of their community, country, and the world. They value different perspectives and work in collaboration with others. They view diversity as a strength and seek first to understand, then be understood.

Behaviors:

- Seeks and acknowledges the importance of diversity of opinion, experience, thought, and background.
- Seeks culturally divergent experiences in all subjects, including art, music, and language.
- Engages in constructive dialogue and debate of local, national, and global issues.
- Demonstrates the ability to work within groups to achieve goals both in person and virtually.

Our Commitments

From the beginning, this strategic plan was built around several key themes. We have refined these themes into PWCS' four central commitments to students, families, and the community.



Learning and Achievement for All is our most critical commitment. It represents our promise to provide academic excellence for all.

- PWCS will provide **equitable opportunities** for all students to achieve at high levels.
- PWCS will provide **equitable access** for all students to engage in authentic, real-world experiences and **learner-centered support** to align interests with potential postsecondary goals.
- PWCS will support the **development and growth** of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.



Positive Climate and Culture is our promise to provide a welcoming, supportive, and safe environment for teaching and learning; this environment will facilitate the academic journey for students.

- PWCS will provide a learning environment where students are **enthusiastic** for school (**Engagement**), feel **accepted**, have **positive relationships (Belonging)**, and feel **empowered** to achieve their full potential (**Hope**).
- PWCS will cultivate an environment in which staff members are **valued, included, engaged, welcomed, and supported**, thereby fostering a strong sense of **belonging** and **well-being**.
- PWCS facilities will be **welcoming, safe, healthy, and sustainable**.



Family and Community Engagement represents the commitment to build collaborative, meaningful partnerships and trusting relationships to foster the success of all students.

- PWCS will **engage** families as authentic **partners** in education to support their students' academic progress.
- PWCS will work **collaboratively** with **community agencies** and **business partners** to turn strategic initiatives into engines of equity, excellence, and inspiration and elevate them to their fullest potential.
- PWCS will strengthen engagement with community agencies and business partners to support the division's strategic funding goals.



Organizational Coherence represents the conscious commitment to align the entire school division as one team, united in a singular commitment to support all schools, students, and families.

- PWCS will apply **innovative solutions** to ensure our **strategic priorities** deliver a **return on investment**.
- PWCS will have a data-driven culture that ensures **all** decisions align with **stakeholder needs** and drive **improved outcomes** for students, teachers, and staff.
- PWCS will **modernize** its core business and instructional **technology platforms** and improve its use of **artificial intelligence (AI)**.
- PWCS will increase employee **engagement** and **retention** while preparing to support the workforce of the future.



PWCS Strategic Plan Commitments

Our strategic plan commitments are grounded in the core values (Equity, Inclusivity, Innovation, Integrity, Resiliency, and Well-Being) that were identified by a wide range of stakeholders. These commitments are fueled by the concepts of listening, engaging, equalizing, and extending better targeted support mechanisms to lift all students toward success. In keeping with each of our identified values, we plan to initiate meaningful and quantifiable change in our approach to training staff, supporting students at all levels, and forging stronger bonds with students' families and within the corporate and local community. PWCS will support teachers with improved technology, centralized division support, and a curriculum platform built on unified curricula tracking and textbooks/learning materials, standardized grading and attendance tracking, and offerings to enhance professional skills—especially around the use of data and AI.

To support **learning and achievement for all**, PWCS will provide rigorous, research-driven instructional experiences emphasizing inquiry-based and experiential learning. Our curricula will strengthen language learning, STEM education, and computational thinking while expanding opportunities in the arts and global competencies. Targeted efforts will increase participation in accelerated courses, extracurricular programs, and robotics while broadening exposure to diverse career pathways. PWCS will build educator capacity by offering varied professional learning experiences and by integrating emerging technologies to enhance teaching and learning. Together, these initiatives will elevate instruction for all students and staff to foster engagement, efficacy, and high achievement across our school community.

To foster a **positive climate and culture**, PWCS will make every school a place where students feel engaged, hopeful, and accepted, and where staff feel welcomed, valued, and supported. This includes strategic efforts spanning multiple domains—from student engagement and employee development to process improvement and facilities management. Over the next four years, PWCS will strengthen student engagement through more extracurricular options, increasing our focus on targeted student interventions, and stronger support for transitioning and nontraditional students. By motivating students to be more engaged, PWCS will set the stage for lower absenteeism, decreased dropout rates, and improved student outcomes overall.

At the same time, PWCS will work to create a positive workplace culture where all employees feel supported and valued. Our efforts will actively champion their wellness, satisfaction, and professional growth—leading to higher employee engagement and retention. Meanwhile, PWCS will systematically review school processes and systems to improve experiences for students, families, and staff, which will allow us to better meet the needs of all stakeholders. We'll also be making operational changes to ensure our facilities remain safe, healthy, sustainable, and conducive to learning—both inside and out. PWCS will adopt smart solutions to save energy, increase efficiency, and reduce our carbon footprint while equipping every school with accessible outdoor learning environments. As a result, students and staff will benefit from a healthier climate and culture—and a richer school experience overall.

To encourage **family and community engagement**, PWCS will provide expanded opportunities for all families to actively support their students' school endeavors. This will start with creating a more structured and inclusive onboarding process for newcomer families—with more targeted support for military families, families of English learners, and families of students with disabilities. Concurrently, PWCS will create a central, comprehensive resource for family engagement, where all families can access tools, information, and services that support diverse needs within and beyond the classroom. This effort will leverage a combination of cross-departmental support and community partnerships. In turn, staff will engage families through a wider variety of experiences—from open-house events, workshops, and webinars to wraparound services, mentoring, and career readiness programs for both parents and students. By actively growing our partnerships with local businesses and agencies, PWCS will build a richer ecosystem of support that empowers parents to be stronger partners in their child's academic development.

Finally, we commit to achieving **organizational coherence** so that students, families, staff, and the community see PWCS as a truly unified school system, rather than a collection of individual schools. Through multiple focused initiatives,

PWCS will further align strategic improvement efforts across all schools and departments, foster an integrated and data-driven culture, modernize and centralize our operational technologies, adopt comprehensive program evaluation practices, provide clear paths for career progression within the PWCS ecosystem, and ensure the PWCS budget is driven by the priorities we identify in this strategic plan. Together, these and other planned initiatives will elevate the educational experience for all stakeholders.

As a foundation of our community, PWCS will continue to prepare students to build thriving futures for themselves and their communities. In the sections that follow, we present our key objectives for each commitment and the core values they embody. The goals we set forth under each objective are aspirations PWCS aims to achieve by 2030.





COMMITMENT 1:

Learning and Achievement for All

Summary of our Commitment

To deliver on our commitment to **learning and achievement for all**, PWCS' strategic efforts will ensure all students have access to a challenging, high-quality curriculum—one that ignites curiosity through research, inquiry, and experimental learning. We pair this with clear pathways for advancement in both academics and career. This will empower students to personalize their learning path to align with their individual interests, aptitudes, and pursuits. With expanded opportunities for credentialing and extracurricular activities, students will be able to develop and demonstrate proficiency in high-demand areas such as science, technology, engineering, and math (STEM), robotics, and world languages. Our curriculum will additionally teach students high-order thinking and success skills like problem-solving, critical thinking, and social-emotional learning. Alongside these efforts, PWCS will build our educators' collective efficacy with diversified options for professional learning. At full effect, these enrichments promise to take our students—and our division—to the next level of growth.

Values spotlight:



Equity



Inclusivity



Innovation

Objective 1.1

PWCS will provide equitable opportunities for all students to achieve at high levels.

Theory of Action

If schools challenge all students with supportive, high-quality instructional experiences that foster curiosity and engagement, then students will develop skills and mindsets that lead to high levels of academic achievement.

Overall Impact Goals



100% of schools will obtain a score of 80 points or more on Virginia's School Performance and Support Framework.



100% of schools will be accredited.



60% of graduating students will meet college readiness benchmarks on both the SAT Math and Evidence-Based Reading and Writing tests.



85% of students will pass the reading Standards of Learning (SOL) tests.



85% of students will pass the math SOL tests.



All student groups will increase pass/advanced rates on reading SOL tests by 10 percentage points.



All student groups will increase pass/advanced rates on math SOL tests by 10 percentage points.



All student groups will increase pass/advanced rates on science SOL tests by 10 percentage points.



80% of students will be reading on grade level by the end of grade two.

Literacy and Numeracy

By elevating **numeracy and literacy** through **evidence-based instruction**, PWCS will strengthen students' foundational skills and empower them to become competent critical thinkers and problem-solvers in all content areas. This will position PWCS students for higher academic achievement, help them become more confident and engaged learners, and equip them for long-term success in college, career, and life.

Early Literacy

PWCS commits to developing stronger readers and critical thinkers starting from an early age. In the coming years, we will collaborate with community partners and agencies serving children from birth to age 5 in efforts to promote early literacy in our communities.

PWCS will engage with aspiring PWCS families to **promote awareness** and **provide access points** for literacy and preschool programming. Partnerships with community agencies and local libraries will provide resources to build parent and student knowledge. We will maintain instructional excellence by ensuring all schools select, implement, and evaluate all **evidence-based strategies with fidelity**. Having a clearly defined vertical progression from pre-K through kindergarten will provide students with a strong foundation in early numeracy and conceptual understanding. All literacy instruction will align with the Science of Reading, ensuring students master both word recognition and language comprehension.

Universal Pre-K

By 2030, PWCS will provide access to a universal pre-K program. The program will build on the current model of pre-K offerings to connect families with early learning experiences that are inclusive, innovative, easy to navigate, and support our commitment to providing high-quality instruction for all learners. Georgetown University published its groundbreaking, 20-year study concluding that students who attend pre-K are less likely to fail courses or be chronically absent in K–12, and are more likely to enroll in Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and graduate on time. This study is part of a wealth of research that points to stronger life outcomes for students who participate in preschool opportunities.

Supports for Diverse Learners

To further support inclusive and equitable learning experiences, PWCS will integrate support structures into the curriculum to help diverse students understand and master literacy and numeracy concepts. We will embed clearly identified scaffolds for English learners and students with disabilities into unit guides and curriculum materials, and we will identify specific strategies for co-teachers and assistants. Key English language arts and math standards will be integrated into relevant content in social studies, science, and other areas. The PWCS curriculum will include explicit, systematic, **multi-sensory instruction** to help students build numeracy skills and understand math concepts. In addition to supporting dyscalculia, these strategies have proven to be effective for students with ADHD and dyslexia.

PWCS will increase **awareness, visibility, and support** for the diverse challenges students face in developing strong literacy and numeracy skills by engaging families

and community partners to promote understanding of the characteristics associated with **dyslexia, dyscalculia, and dysgraphia**. By 2028, PWCS will create **micro-credential learning modules** on dyslexia and dyscalculia. These modules will be designed for all teachers, instructional coaches, and specialists in reading and math. Additionally, PWCS will identify partnerships to specifically support dyscalculia.

Research consistently shows that students who receive early support for learning challenges are more likely to have positive academic outcomes. PWCS will **identify specialized needs early** and establish **timely interventions** by leveraging universal screening tools, flexible scheduling, and a robust **Multi-Tiered System of Supports**. By 2027, we will implement a universal numeracy screener to assess early numeracy skills and identify specific areas for support. By 2028, we will create and implement divisionwide expectations for Tier 3 services.

Additionally, PWCS will modernize **assistive and universal technologies** to better support students with disabilities, English learners, and others with unique learning needs. We will launch a modern assistive technology and accessibility toolkit and related instructional staff training to ensure equitable access for all students and support personalized learning experiences.

Writing Instruction

Over the next four years, PWCS will embed evidence-based tools and practices into **writing instruction** to help students elevate their writing skills. We will increase opportunities for students to write by embedding structured writing routines and tasks within curriculum areas, including activities that require students to write to learn, write to engage, and write within the discipline. By 2029, students will use **emerging and generative technologies** that support the writing process.

Mathematical Fluency and Computational Thinking

PWCS will balance a strong emphasis on writing competency with a strategic focus on **mathematical fluency**. All students will be able to solve problems accurately, efficiently, and flexibly, and engage in rich mathematical discourse in every classroom. Students will have access to high-quality, evidence-based math resources that support diverse learning needs. PWCS will promote success in math at every grade level, which will build confidence, reasoning skills, procedural fluency, and deep conceptual understanding. As a result, 100% of students will demonstrate foundational number-sense proficiency by the end of third grade.



Reading and math specialists will provide all teachers with sustained, **high-quality, job-embedded professional development opportunities**. This training will equip educators with evidence-based strategies in both numeracy and literacy (including writing). PWCS will also reinforce these skills by advancing the use of **computational thinking (CT)** to enhance logic and problem-solving, and **by 2030, we will integrate CT into the K–12 curriculum**.

Micro-credentialing provides focused, skill-based virtual learning that results in a digital badge or certificate. It offers a flexible, self-paced option for learners to develop and demonstrate competency in a targeted skill area outside of a traditional degree program. For students, micro-credentialing can be an accessible tool for advancing their academic or career goals. Staff will have the opportunity to earn a **CT micro-credential** through personalized learning modules. **By 2030, 200 teacher credentials will be awarded and at least 100 students will earn a CT micro-credential through personalized learning modules**.

Social Studies and Science

By inspiring curiosity through research and inquiry in science and social studies, PWCS can better engage students in deeper learning, critical thinking, and real-world problem-solving. This will help our students become analytical, informed, and empowered citizens who are prepared to contribute to their communities and navigate a changing world.

Inquiry-Based Learning

By 2030, PWCS will align all courses in social studies with the Inquiry Design Model (IDM). This instructional method helps students develop deep content knowledge by teaching them to ask compelling questions, evaluate evidence, synthesize information, form cogent conclusions, and successfully defend their ideas. By provoking deeper questioning and analysis, IDM will lead students to think more deeply and critically and engage more fully with the subject matter.

Concurrently, PWCS will align all **science** courses with the **5E Instructional Model**. This is an inquiry-based learning cycle that includes five stages: Engage, Explore, Explain, Elaborate, and Evaluate. 5E actively involves students in the learning process by prompting them to explore concepts through hands-on activities. Students will apply this framework to perform high-yield tasks that align with

the content and cognitive demands of Virginia’s **Science Standards of Learning**. Additionally, **by 2030, 50% of PWCS assessments will be inquiry based**.

Project-Based Learning

By 2028, PWCS will incorporate **project-based learning (PBL)** into the curriculum for the fourth, seventh, and 10th grades. PBL is a dynamic classroom approach that challenges students to actively explore real-world problems. It allows students to gain a deeper and more practical understanding of course content while building valuable skills in collaboration, communication, and problem-solving. This will help students grow into creative, resilient, and critical thinkers, equipping them for success both inside and outside the classroom.

Extended Middle School Science

Enrolling in **advanced classes** during middle school can serve as a crucial stepping stone for college readiness. These courses introduce students to a more demanding curriculum and higher academic expectations to help them develop time management skills, study habits, and organizational skills that will prove invaluable in their future academic pursuits. PWCS offers extended courses beginning in grade six, and by 2027, PWCS will schedule **extended science courses at every middle school** to meet the needs of all students requiring acceleration.

Experimental Science Courses

PWCS will develop a vertically aligned laboratory sequence to ensure all students experience **high-quality experimental science activities** in each science course. By 2027, PWCS will develop and offer an experimental science course and independent research course at every high school. The courses will focus on proposal writing, experimentation, ethics, data analytics, and presentation. Additionally, PWCS will team with university and agency partners who will serve as student and faculty mentors.

Acceleration Opportunities

More research supports **academic acceleration** than any other intervention for academically advanced students. Students engaged in acceleration opportunities demonstrate success, maintain their interest in that subject, and perform better academically than their peers. By 2027, PWCS will design an elementary school schedule that supports **flexible grouping in math and science**, enabling opportunities for enrichment and acceleration among students who demonstrate readiness. Additionally,

by 2030, all middle schools will offer accelerated courses in math and science. As a result, PWCS will realize a 10% increase in the number of middle school students earning high school credit and graduates completing coursework beyond Algebra 2. Lastly, **by 2030, every high school will offer a pathway in statistics and data analysis.** All students will have the chance to engage in supplemental online courses and extracurricular activities/competitions related to science and math.

Increased Access and Enhanced Universal Programs

PWCS commits to supporting all students with **universal access** to modern, innovative, and inclusive **experiential learning** opportunities. These universal programs will engage learners with modern resources, rigorous and engaging content, and lessons in creative and critical thinking. By ensuring all students have equivalent opportunities for experiential learning, PWCS will empower more students to engage in authentic learning experiences and prepare them to graduate college and career ready.

STEM Experiences

PWCS will embed hands-on STEM learning experiences into school curricula, and students will experience STEM-related activities at all grade levels by 2027.

Research indicates that early **STEM learning** activities can lead to positive academic and developmental outcomes for young children by building on how they learn about the world around them. With this understanding, PWCS will provide authentic, real-world learning experiences and early STEM exposure through **integrated, inclusive preschool programming.** In the next four years, PWCS will **increase student engagement in STEM.**

By 2028, PWCS will introduce **mobile science labs** to bring hands-on scientific experiences directly to K–12 students. These portable science stations will give students unique opportunities to immerse themselves in authentic, interactive learning with scientists and take part in content-related experimentation at their own schools.

At the high school level, PWCS will partner with Career and Technical Education (CTE), co-curricular, and extracurricular programs to increase the number of student projects in the **Prince William-Manassas Regional Science and Engineering Fair**, expanding opportunities and supports for students to participate in both regional and national **math and science** competitions. These efforts will increase participation in the regional science and engineering fairs in 100% of middle schools and the Virginia Junior Academy of Science Symposium for all middle and high schools.



PWCS' STEM initiatives will incorporate a strong technology focus. Over the next four years, PWCS will equip all students to understand **emerging technologies** and expand experiential learning opportunities in **information technology (IT)**. By 2027, PWCS will ensure students have a foundational understanding of emerging technologies—including **AI**—and their **ethical use**. We will help them apply this understanding to improve content knowledge, creative expression, critical thinking, and problem-solving skills. Alongside this effort, PWCS will integrate the Virginia Department of Education's Computer Science Standards of Learning into K–12 unit guides, with the goal of empowering students to be both users and creators of computing technology. By 2028, we will create an IT pathway at every high school, allowing all students to choose courses in IT-related fields.

Enhanced Arts Engagement

There is extensive research linking arts education to positive academic and social outcomes. Theatre instruction has shown to improve academic performance, attendance, reading comprehension, and self-esteem. **By 2030, PWCS will ensure all high schools have high-quality theatre programs with appropriate facilities, related resources, and theatre courses that include student performances.** Additionally, we will create opportunities for students to combine their artistic passion with CTE competencies—for example, combining visual art with marketing or construction with technical theatre. **PWCS will increase student participation in arts-related student showcases, competitions, and public performances by 3% annually over the next four years.**

Multilingual Programs

PWCS envisions a future where every student is empowered with **global competencies** and **multilingual skills** that prepare them for success in an interconnected world. Overall, people who are multilingual tend to have stronger academic and workforce outcomes. Research shows that learning more than one language enhances a student's cognitive reasoning abilities, early literacy, and greater overall academic achievement. There is also increasing demand in the globalized workforce for people who can communicate in more than one language, and research indicates that bilingual people are more likely to earn more in their careers, especially if they gain bilingual skills earlier in their education than later.

In the next four years, PWCS will increase opportunities for **Dual Language Immersion (DLI) programs**, which enable

students to develop academic proficiency in English as well as a second language. By 2029, PWCS will develop a **middle school pathway** for current DLI students that will allow them to continue DLI throughout secondary school. To support educators, PWCS will create a **professional learning pathway for teachers to gain** required certification for dual language positions.

By 2030, PWCS will also increase the number of students earning the Seal of Biliteracy with a 25% increase in seals earned by English learners and a 10% overall increase with the graduating class of 2030. This certification is an acknowledgment of a high school student's academic proficiency in at least two languages. Research has found that students earning the Seal of Biliteracy are more likely than their peers to enroll in a four-year college after graduating high school. Additionally, the seal serves as a valuable workforce readiness tool by offering PWCS students a verifiable credential to certify their language competency to future employers. By 2027, PWCS will integrate language resources and Seal of Biliteracy information into onboarding at the Global Welcome Center to promote early awareness.

PWCS will increase opportunities for student participation in global programming and world languages by expanding to two additional school sites. By 2028, PWCS will develop and implement a high school course in **translation and interpretation**, which will prepare students to pass the local assessment and participate in related internships.

Career-Related Learning and Entrepreneurship

Evidence from teachers, researchers, and other education experts suggests that **career-related learning** benefits students in multiple ways. On a social-emotional level, it can broaden young people's horizons and raise their aspirations, boost their enthusiasm for learning, and challenge gender and social stereotypes. From an achievement perspective, it can improve students' academic attainment and ultimately increase their earning potential as adults. PWCS is committed to supporting this growth at all grade levels and schools across the division.

By 2030, all PWCS elementary schools will provide opportunities for students to engage in career awareness activities, including career days and interest inventories. All **middle schools** will provide opportunities for students to participate in career exploration activities, including panel discussions, job shadowing, special projects, and business and industry tours. Additionally, all **high schools**

will provide opportunities for students to take part in career preparation activities or experiences, such as work-based learning and career-relevant courses. These opportunities will also include **school-based enterprises**, such as school stores or other student-run businesses that operate on campus.

To help students develop an enterprising mindset at an early age, PWCS will introduce a middle school course dedicated to **research-driven entrepreneurship**. Entrepreneurial experiences challenge students to shift their perspective from being consumers of content to being creators, leaders, problem-solvers, and innovators. By teaming with local businesses, PWCS will connect students to innovators in their community who have successfully launched their own ventures. From these engagements, students will learn concepts and techniques for planning an entrepreneurial venture, including the research skills required to develop a marketable product or service.

International Baccalaureate (IB) and Cambridge Programme Alignment

PWCS uniquely offers both **IB and Cambridge diploma programmes**. These two globally recognized educational frameworks provide strong pathways to higher education and merit-based scholarships. Both programs are equally rigorous and promote the development of higher-order thinking, including creativity and problem-solving. Over the next four years, **PWCS will ensure equitable access to global learning by strengthening and expanding IB and Cambridge programmes across a planned K–12 continuum**. PWCS will increase fidelity in programming and expectations for all IB and Cambridge courses across all classrooms and ensure all programs align with international standards through professional learning. Additionally, PWCS will evaluate program locations and opportunities for K–12 engagement across the division, including assessing student participation at aligned K–12 programs/schools. This will allow us to enhance global education opportunities in both programs and increase the number of students completing an IB or Cambridge diploma by 20% within four years.

Success Skills

PWCS is committed to equipping our students with **success** and **executive functioning skills**, which will empower them to demonstrate more **self-efficacy** as learners. This will lead to higher rates of student

achievement and increased participation in accelerated and advanced opportunities.

By 2027, we will achieve this by developing and implementing a **divisionwide framework** that explicitly teaches these essential skills in line with the self-management, self-awareness, and decision-making competencies of the Virginia Social-Emotional Learning Standards. We will embed these skills into curriculum materials to ensure equitable access for all students. The framework will include targeted instruction in self-advocacy for English learners and tailored supports to enhance engagement, communication, advocacy, and self-determination for students with disabilities. PWCS will empower students to take ownership of their learning and thrive in accelerated and advanced academic settings. PWCS will provide related professional learning opportunities for educators to build their capacity to teach these success strategies. We will monitor progress by tracking student participation in accelerated/advanced courses. **PWCS will use the Gallup Student Poll (GSP) to gather student feedback and assess the impact of these efforts, aiming to achieve a 13% increase in the GSP's measurement of Hope by 2030.**

Personalized Learning Pathways

Personalized learning is an educational approach that tailors instruction to each student's needs, skills, and interests to help them reach their full potential. There is consistent evidence that when implemented effectively, personalized learning leads to superior outcomes compared to standardized instruction. Driven by our commitment to student-centered learning, **PWCS will develop personalized learning pathways that support individual student learning needs by 2030**. We will expand pathways for earning credits and modernizing the role of assistive and emerging technologies. This will ensure all students have equitable access to personalized, high-quality learning experiences that meet their unique needs.

LEAP Learning Framework

The LEAP Learning Framework provides guidance for transforming classrooms through personalized learning. From providing flexible learning modalities to leveraging technology for real-time data insights, this framework is designed to support educators and divisions in achieving their personalized learning goals. By 2028, PWCS will develop a personalized learning framework that aligns to the four pillars of the LEAP Learning Framework.

This framework will equip PWCS teachers with the latest research, concrete strategies, proven practices, and a flexible model for creating personalized learning experiences for students. By 2029, PWCS will implement specific actions aligned to LEAP learning principles at early adopter elementary, middle, and high schools for **full implementation at all PWCS schools by 2030.**

Twice Exceptional Supports

“**Twice exceptional**” (or “**2E**”) refers to students who are gifted and have been identified with one or more disabilities, such as dyslexia, ADHD, or autism. Students identified as twice exceptional think and process information differently, which often requires personalized instructional support to address both the student’s strengths and areas of challenge. **By 2030, PWCS will develop personalized support systems using emerging technologies to tailor experiences to individual student needs—including intelligent tutoring systems that provide real-time, customized feedback and scaffolding.** In addition to their effective feedback mechanisms, **adaptive learning technologies** like these have shown to be particularly beneficial in mastery-based learning.

PWCS will establish resources to offer specialized expertise, strategies consultation, and support to ensure students have appropriate access to both gifted education and special education supports. By 2028, PWCS will implement a strength-based enrichment pathway that offers electives (e.g., robotics, creative writing, coding, music composition) that allow 2E students to explore their talents while receiving supports as appropriate. **By 2030, PWCS will establish a virtual resource hub for 2E learners.** This will include professional development, family support services, research, and innovation in 2E education.

Dual Enrollment Opportunities

Expanding **dual enrollment options** will enable more PWCS students to **earn college credit** through multiple pathways while in high school. PWCS will strengthen partnerships with higher ed institutions to expand dual enrollment opportunities for our students. By 2027, all students will have an opportunity to complete the Uniform Certificate of General Studies (UCGS) or passport credits at no cost to them. By 2028, all students will have the opportunity to earn career studies certificates through dual enrollment. **By 2030, 2% of graduates will have obtained an associate degree.**

Enhanced Learning with Emerging Technologies

Augmented reality (AR) and virtual reality (VR) provide personalized and adaptive learning environments by layering digital content onto a user’s view of the real world and creating fully immersive computer-generated 3D environments. Over the next four years, PWCS will increase the number of students and staff using emerging technologies to provide equitable access to learning opportunities through integrating AR, VR, and related emerging technology to deepen student engagement with global content. **By 2030, every school will have access to AR/VR technologies.** This includes the utilization of modern tools to support language translations for both English and non-English speakers and the incorporation of lessons that immerse students in global contexts using AR/VR technology. These tools will enhance personalized, equitable learning by creating interactive, multi-sensory experiences that cater to individual student needs and learning styles.





COMMITMENT 1:

Learning and Achievement for All

Values spotlight:



Equity



Inclusivity



Innovation

Objective 1.2

PWCS will provide equitable access for all students to engage in authentic, real-world experiences, and learner-centered support to align interests with potential postsecondary goals.

Theory of Action

If we provide opportunities for advancement, career and technical education, specialty programs, and other personalized experiences, then students will be able to engage in learning that aligns with their own affinities, strengths, and aspirations. This will result in high levels of student motivation, academic achievement, and postsecondary readiness.

Overall Impact Goals



100% of high school students will participate in an approved work-based learning experience.



100% of high school students will be provided the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test.



95% of high school students will graduate on time within four years, as measured by the Federal Graduation Indicator (FGI).



Completion of advanced (AP, IB, Cambridge) or dual enrollment courses by underrepresented student groups will increase by 10 percentage points.



2% of students will graduate with an associate degree.



10% of graduates will earn a Seal of Biliteracy.



50% of graduates will earn 3+ credit-bearing, college-ready scores on AP, IB, Cambridge A/AS, or CLEP exams, passing 3+ dual credit courses with a “B” grade, or earning an Early College Scholar certificate.



6% increase in two-year postsecondary first fall enrollment.*

* Number of students who enroll in a two-year college in the first fall after graduation.



6% increase in four-year postsecondary first fall enrollment.*

* Number of students who enroll in a four-year college in the first fall after graduation.



At least 85% of postsecondary students will return to college for their second year.



100% of high schools will offer at least one career cluster in a high-wage, high-demand field.

Specialty and Advancement Programs

All PWCS students will have access to more diverse programs for academic, professional, and creative growth. Every student from kindergarten through 12th grade will pursue learning experiences that nurture their personal interests—from accelerated math and science courses to immersive arts programs to career-focused technical training. By providing more personalized and equitable experiences to all learners, PWCS will empower

every student to thrive in a future that values innovation, diversity, and lifelong learning.

Evaluating and Enhancing Specialty Programs

PWCS is committed to offering and expanding high-quality specialty programs tailored to student talents and interests. By 2027, we will conduct a comprehensive audit of all specialty programs to ensure they are aligned, equitable, and accessible across the division. This includes incorporating new specialty programs based on high demand. PWCS will establish clear standards of excellence to govern each specialty program. **By 2030, 100% of specialty programs will be aligned to high-quality program standards and workforce demands.**

Increasing Career and Technical Education (CTE) Pathways

To ensure every student graduates future-ready, PWCS will expand access to rigorous and engaging CTE pathways that will integrate emerging technologies, industry credentials, and real-world experiences to prepare all learners for success in college, career, and life. By 2028, PWCS will offer expanded and more flexible opportunities for students to complete courses and earn credentials over the summer. We will add resources to identified CTE programs to equitably support students with disabilities, English learners, and students in nontraditional settings. PWCS will ensure that 100% of CTE courses align to industry credentials and that CTE programs reflect the latest industry data, allowing us to modernize our career cluster framework to align with high-wage, high-demand fields. **This will ensure all students have access to at least one CTE pathway aligned with high-value careers by 2030. Students enrolled in CTE courses will have a pass rate of 75% and a participation rate of 90% by 2030.**

Expanding Summer Arts Programs

Beyond academics, PWCS will cultivate the whole child with expanded options for vibrant summer arts programs and extracurricular opportunities. Over the next four years, PWCS will develop and implement immersive experiences in a variety of artistic endeavors. We will launch a summer musical theatre program for middle and high school students by 2028. Additionally, PWCS will offer summer courses for credit in high-interest areas like ceramics, graphic design, and painting. These programs will not only enrich students’ lives but also support their academic achievement and social-emotional growth.

Studies have found that participation in **summer programs** can positively impact student engagement, school-day attendance, and academic performance, while research links **arts engagement** to improved outcomes across disciplines.

Work-Based Learning (WBL) Experiences

Over the next four years, PWCS will offer more opportunities for **authentic, on-the-job learning** that equips students to succeed in high-demand career fields. These options will involve school-coordinated **WBL** and **CTE high-quality work-based learning (HQWBL)** experiences designed to prepare students for postsecondary outcomes that fit their aptitudes, interests, and needs. To drive student participation in HQWBL experiences, PWCS will develop additional school-based enterprises to support current career interests and industry demands. At all high schools, we will implement a systematic approach for connecting students with available work-based learning experiences, supervising work-based learning experiences, and networking students with mentors in education and industry. PWCS will also leverage partners in business, community, and postsecondary education to offer work-based learning experiences that align with current skill demands.

Division-Sponsored HQWBL Internships

By 2030, the division will develop opportunities within PWCS for CTE students to participate in paid and unpaid work experiences. We will also coordinate scheduling, logistics, supervision, and mentorship for students whose career interests align with PWCS-sponsored opportunities like school-based enterprises. This will drive annual participation in PWCS-sponsored WBL internships that promote PWCS as a local/regional employer of choice.

Support for Students with Disabilities

PWCS commits to increasing WBL experiences to support students with disabilities. Under this effort, we will create additional programs for students with disabilities, aged 18–22, whose postsecondary goals include both competitive and supported employment. PWCS will redesign the current **Vocational Assessment Center** to expand access and modernize **career assessment** and **transition services**. **By 2030, PWCS will enhance middle school, secondary and postsecondary transition programming to align with student needs and industry and career trends.**

Career-Focused Academies

To support student career growth, PWCS will team with **industry and postsecondary partners** to create career-focused academy programs. We will develop and implement these using a cross-curricular cohort model at high schools.

Partnerships and Opportunities

PWCS will identify **partners** located near each high school who are interested in creating opportunities for postsecondary enrollment and/or employment after graduation. We will develop a structure for these partners to collaborate with PWCS curriculum and instruction teams, allowing them to co-design **scalable PBL experiences**. Additionally, we will work with our partners to align WBL and HQWBL with postsecondary credentials such as industry-recognized certifications, dual enrollment credits, and career studies certificates.

Career-Focused Programming

PWCS will leverage seat-time flexibility to develop robust and accelerated career-focused programming. We will achieve this using a cohort model to infuse employability, academic skills, and technical skills into all content areas. Examples include geometry in construction technology, job-specific math, or chemistry in food science and dietetics. To enhance program outcomes, we will offer stackable credentials in second-, third-, and fourth-year courses combined with progressive experiential learning, which will be designed to meet HQWBL criteria before graduation. In addition, PWCS will develop and implement summer bridge programming to enable a seamless transition from PWCS high school to postsecondary institutions and/or the workforce.

Professional Learning for Staff

To support these strategic efforts, PWCS will provide targeted professional learning for high school teachers and school-based WBL contacts and coordinators. This will help our division integrate Virginia's 22 workplace readiness skills—also known as employability skills or soft skills—with essential success skills for employment readiness.

Robotics Programs

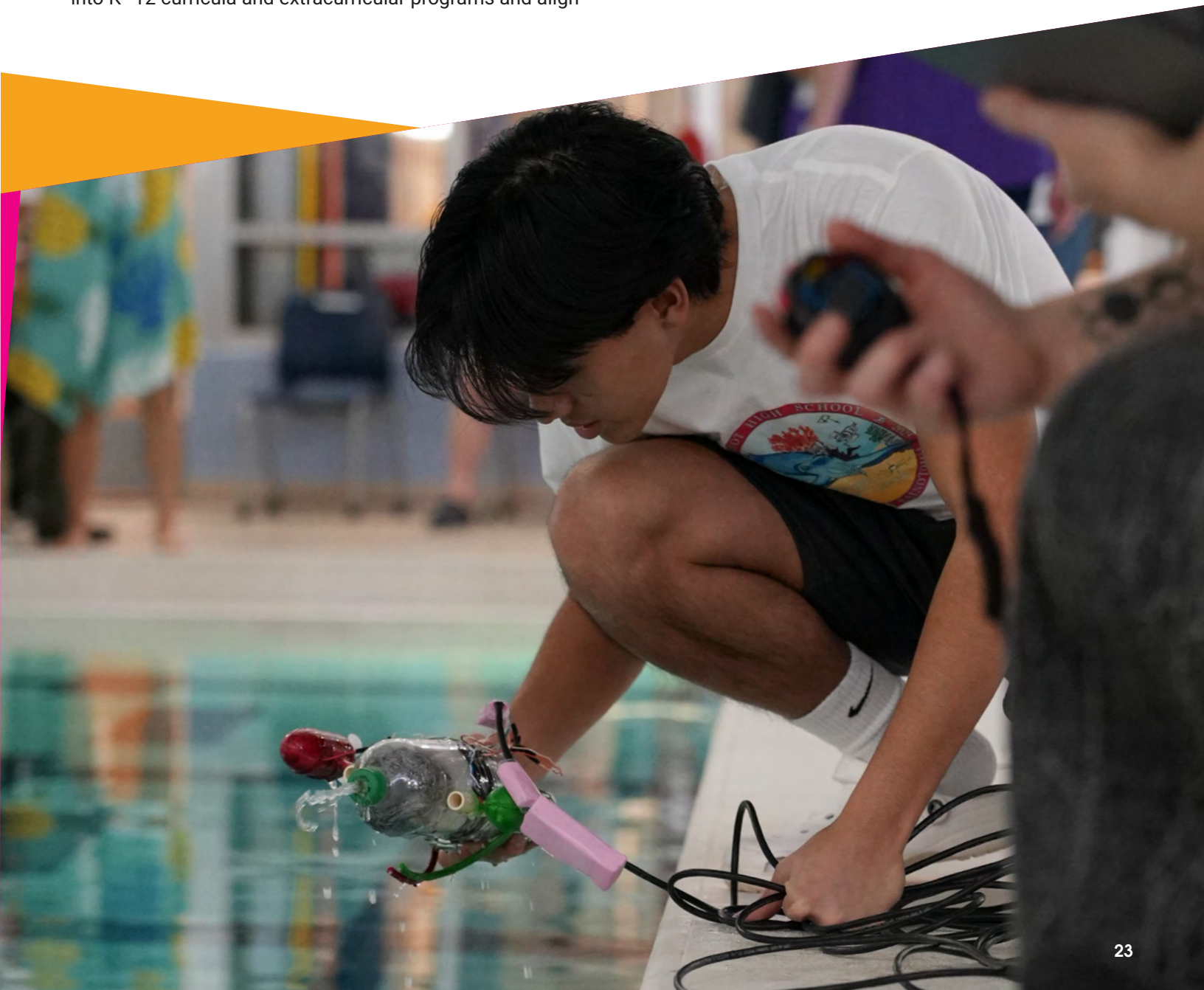
PWCS will create a **guided global robotics program** that connects students to robotics experiences across land, air, and sea platforms. We will also equip educators and external sponsors with the resources to facilitate these experiences.

By increasing our partnerships and participation in national STEM programs, PWCS will create a **comprehensive robotics ecosystem** that empowers students to explore and innovate in a variety of physical environments. **Equitable access** to these collaborative, hands-on challenges will help more students develop technical proficiency, creative problem-solving skills, and career readiness in STEM fields.

Under this strategic effort, PWCS will integrate robotics into K-12 curricula and extracurricular programs and align

robotics pathways with CTE. We will promote participation by conducting targeted outreach to underrepresented groups, while leveraging competitions, mentorships, and real-world challenges to deepen engagement and showcase student innovation. This will include expanded opportunities for students to participate in drone competitions. Finally, PWCS will expand professional development for educators and external partners to support robotics instruction aligned with Virginia's STEM standards.

By 2030, PWCS will have a site designated for competitions in land, air, and sea robotics and will appropriately resource schools with coaching and program support. Additionally, we will create a standard of excellence for equipment, power, and supply maintenance for robotics programs.





COMMITMENT 1:

Learning and Achievement for All

Values spotlight:



Equity



Inclusivity



Innovation

Objective 1.3

PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Theory of Action

If we build educator capacity and efficacy through relevant, high-quality professional learning, then students will participate in high-quality experiences aligned to research and best practices, which will result in high levels of student engagement and achievement.

Overall Impact Goals



PWCS will award 2,000 micro-credentials for educators completing professional learning pathways in emerging technologies, dyslexia, dyscalculia, computational thinking, and/or project-based learning.



100% of school-based instructional teacher leaders will participate in professional learning through virtual and in-person innovation zones.



100% of instructional coaches, instructional technology coaches, math coaches, and reading specialists will complete professional learning in technology-assisted coaching.

Professional Learning Framework

To support the ongoing development of our teachers, PWCS will establish a framework to guide the design and delivery of professional learning across the division. This evidence-based framework will inform all types of professional learning—including compliance training, content and instructional learning, and differentiated experiences. We will develop these offerings based on educator needs, division priorities, and national and state standards for professional learning. **By 2030, PWCS will deliver a high-quality professional learning framework that will lead to increased educator collaboration, efficacy, and effectiveness.**

Adjunct Teachers

By 2028, PWCS will develop an adjunct teacher corps made up of highly effective PWCS teaching staff who will deliver professional learning initiatives that align with the needs of PWCS educators and students. PWCS aims to have **50 teachers participating as professional learning adjunct staff by 2030.**

Innovation Zones

There are effective examples of innovative and personalized learning experiences within PWCS. These include instructional and coaching labs, teacher-led rounds, self-recording and reflection, lesson study, and innovation zones that foster creativity and experimentation among educators.

Over the next four years, PWCS will expand this model by creating intentional physical and virtual spaces for educator collaboration and innovation. These innovation zones will give teachers a dedicated space to exchange ideas on instruction, programming, and test new ideas. **This effort will include 10 “classrooms of innovation” that will serve as spaces where teachers can explore personalized learning and other novel approaches. PWCS will offer small competitive grants for action research projects focused on innovative approaches to instruction and student engagement. A virtual space will be created for teachers to share best practices and collaborate on opportunities for experimentation.** In addition, PWCS will develop an annual virtual showcase to spotlight unique instructional approaches. By 2029, we will establish an innovative instructional lab using a teacher-led model to serve as an incubator for teacher-led experimentation.

Personalized Professional Learning

By 2030, PWCS will create personalized learning resources and opportunities for instructional staff to construct their own learning pathways.

Micro-Credentialing

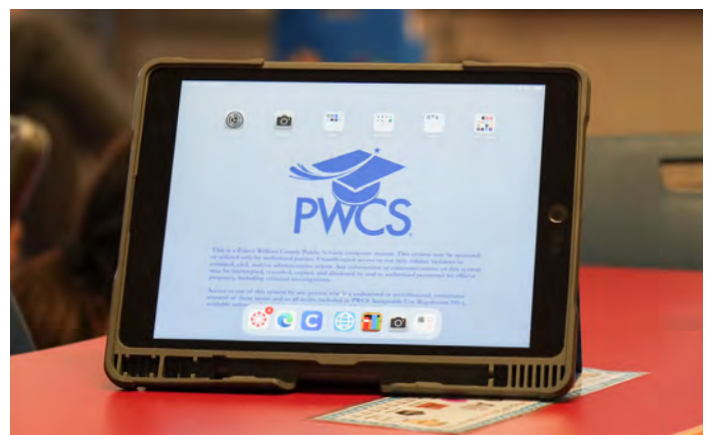
By 2028, PWCS will develop a system for micro-credentialing and badging to allow staff to earn recognition for mastering skills through short-focused learning experiences.

Micro-credentialing typically involves a short series of **skill-based virtual learning courses** that culminate in a digital badge or certificate from an accredited institution. It offers a flexible, self-paced option for learners to develop and display competency in a targeted skill area outside a traditional degree program. For educators, it provides an **affordable and convenient** way to acquire specialized or in-demand skills and improve their teaching practice.

Micro-credentialing has shown to be highly effective in helping teachers **sharpen their existing skills, build practical skills** that they can immediately apply in the classroom, and **advance to leadership roles.** Micro-credentialing can also equip educators to solve **real-world challenges** in their schools and school systems.

Technology-Enhanced Coaching

Over the next four years, PWCS will offer professional learning opportunities that integrate AI-powered coaching and adaptive feedback. Adaptive AI feedback adjusts and provides personalized responses in real time based on user performance and interactions, providing teachers with flexible and targeted support. Additionally, by 2027, PWCS will develop personalized learning playlists and modular content. This will allow teachers the flexibility to explore a variety of topics and formats, and curate a playlist that addresses the scope of their learning needs.





COMMITMENT 2:

Positive Climate and Culture

Summary of our Commitment

Creating a **positive climate and culture** is a multidisciplinary effort—one that ensures all aspects of the school environment support the needs of students, staff, and families. Under Elevate 2030, PWCS will continue to promote engagement, inclusivity, and belonging for everyone in our school community, with an enhanced focus on physical and mental wellness. Students will have more opportunities to pursue their extracurricular passions and increased academic and socioemotional supports to help them thrive. These and other evidence-based strategies will foster stronger student engagement, which will pave the way for higher attendance and graduation rates by 2030. In parallel, PWCS will nurture a positive work climate where employee growth and well-being are front and center. Channeling the values of our “You Belong Here” initiative, our strategic efforts will help staff feel more supported and motivated, leading to higher rates of retention and job satisfaction. Additionally, a systematic assessment of school practices, processes, and outreach will help create more welcoming experiences for families and the community. Finally, PWCS will invest in divisionwide operational improvements to ensure all facilities are safe, healthy, sustainable, and conducive to teaching and learning.

Values spotlight:



Equity



Inclusivity



Well-Being

Objective 2.1

PWCS will provide a learning environment where students are enthusiastic for school (**Engagement**), feel accepted, have positive relationships (**Belonging**), and feel empowered to achieve their full potential (**Hope**).

Theory of Action

If we establish programming and a comprehensive system of supports addressing student belonging, engagement, and social/emotional needs, then we will create a learning environment where all students will thrive, feel valued, and contribute to their individual success. This will lead to decreased chronic absenteeism of no less than 13%, a 10% reduction in the student dropout rate for English learners, and an overall increase in students’ sense of belonging.

Overall Impact Goals



PWCS will achieve a 15% increase in Engagement as measured by the Gallup Student Poll.



PWCS will achieve a 13% increase in Hope as measured by the Gallup Student Poll.



Dropout rates for English learners will decrease by 10%.



Chronic absenteeism rate will drop to less than 13%.



100% of schools will expand program offerings to increase participation in student activities and athletics.

Inclusive Environments and Student Wellness

In February 2025, PWCS participated in the **Gallup Student Poll (GSP)** as part of our ongoing effort to measure and improve the student experience. Administered by Gallup each school year, this web-based survey gathers feedback from students in grades 5–12 across 8,000 schools and 1,400 divisions nationwide. The GSP tracks several key metrics shown to be reliable indicators of student success and well-being in the following domains:

- **Engagement**—students’ involvement in and enthusiasm for school.
- **Hope**—the ideas and energy students have for the future.
- **Belonging**—feeling accepted and included as part of the school.

Gallup’s research shows these factors are strongly linked to student achievement, grades, absenteeism, and plans after high school. **By 2030, PWCS aims to improve school attendance and create an environment where all students can succeed in the classroom and beyond.**

Aligning Universal, Targeted, and Intensive Curriculum and Interventions

In the previous strategic plan, PWCS laid the foundation for systems that support social-emotional learning (SEL), mental health and wellness, consistent behavioral expectations and routines, and promotion of daily attendance at school. **By 2030, these efforts will be embedded in the fabric of our school division—leading to higher student attendance, graduation rates, and feelings of Engagement, Hope, and Belonging.** They will also reduce time out of school for discretionary non-safety-related out-of-school suspensions.

Tiered Supports

By establishing a universal social-emotional and behavioral curriculum, PWCS will enable students to build critical skills that make them more resilient to life’s challenges. This will also equip them with strategies to set and attain goals, engage positively with others and manage conflict, and define emotions and reactions. These skills reflect vital college- and career-readiness competencies that have been identified as critical to the future workforce. Students will receive direct instruction in morning meetings, advisory periods, and content lessons that focus on a specific social-emotional competency alongside academic standards. PWCS will also embed these competencies into division unit guides and instructional standards of excellence. Together, these measures will reinforce social-emotional competencies throughout the school day for all students in multiple settings. PWCS will develop a research-based student survey to monitor students’ progress in attaining these competencies. Families will be critical partners in this work, and PWCS will provide them with opportunities to exercise these skills with their students at home.

Student Support Teams will provide evidence- and research-based interventions for students who need additional support to master these critical life skills. PWCS staff, such as deans of students, school counselors, school psychologists, school social workers, Multi-Tiered System of Supports coaches, and behavior specialists, will then work to implement the

intervention as part of the Student Support Plan (SSP) and monitor the student's progress in developing the identified competency. Using technology tools, families will also be able to monitor their student's progress. For students who may need additional assistance, behavioral health programs and partnerships will be made available.

Attendance

Although PWCS has made significant progress in reducing chronic absenteeism, continued work in this area is needed. **By 2030, PWCS will actively employ positive reinforcement strategies from Attendance Works across all schools, such as regularly highlighting students and classes that meet attendance goals.** Leveraging AI research tools and partnerships with local universities, PWCS will identify research-guided interventions based on the root cause of a particular student's absenteeism. This will allow us to remove specific barriers impacting families. Moreover, using AI tools will position PWCS to better identify programming to reduce chronic absenteeism rates in specific student populations with higher than average chronic absenteeism rates. Administrators, attendance officers, school counselors, and school social workers will be able to develop SSPs and monitor progress using these newly identified interventions.

Substance Use Prevention and Intervention

Substance use education can reduce the likelihood of substance use and abuse among students. PWCS will revise and expand substance use prevention efforts in elementary, middle, and high schools. This will include working with community partners to ensure education goes beyond the facts and consequences of substance use and includes the impact of addiction on the individual, family, and community. Further, students will learn strategies for substance refusal and how to link others who may be misusing substances to school and community resources. **By 2030, students in grades 3–12 will receive annual curriculum that educates them on types of substances and current trends, the misuse of substances, refusal strategies, how substance misuse impacts individuals and communities, harm reduction measures, such as Naloxone, and how to access assistance.** Annually, PWCS will also provide families and staff with education opportunities based on the latest trends and topics in substance use prevention.

PWCS will incorporate evidence- and research-based interventions into programming for students with Code

of Behavior violations related to substance use. PWCS will leverage school, county, and community resources for school support services once a student completes an intervention program. This will help reduce the number of students who engage with the disciplinary system due to substance use. **By 2030, PWCS will provide schools with the necessary tools and resources to deliver targeted interventions to support students who may be in the initial stages of substance use.**

Bullying Prevention and Intervention

Bullying is a serious issue that can impact a student's access to education and lead to challenges beyond school. In the 2026–27 school year, PWCS will enhance our **bullying prevention curriculum** to educate students not only on bullying awareness, but on developing their agency to address bullying behaviors—whether for themselves or their peers. Students will learn to be upstanders and how to interrupt or seek assistance for mistreatment when they encounter it. Further, we will refine and centralize our approach to investigating and responding to instances of bullying. This will ensure students involved in situations of bullying and harassment receive additional supports after a decision has been rendered. This work will involve a cross-functional approach across multiple offices to ensure consistency in vocabulary, skills, and procedures. PWCS will implement a centralized technology platform for all school administrators to respond to and investigate allegations of bullying within the required timeframe and communicate findings and supportive measures to families in a clear and timely manner. These efforts will result in a 15% increase in Engagement and a 13% increase in Hope as measured by the Gallup Student Poll.

Transition Support and Increased Opportunities for Activities

The transitions to middle school and high school are some of the most critical moments in students' lives. When evaluating postsecondary success indicators, several factors have been found to most strongly influence student outcomes. Strong attendance is a critical factor at both the middle and high school levels. At the middle school level, positive behavior records and passing English and math are also key indicators. At the high school level, important factors include minimal course failures in ninth grade and participation in summer bridge programs. Moreover, students who engage in school-based extracurricular and cocurricular activities show stronger academic performance, have higher postsecondary aspirations, and complete a higher number

of college applications. By focusing on key transitions and connecting students to a broad menu of extracurricular or cocurricular options, PWCS will strengthen **engagement, SEL, and feelings of belonging**. This will lead to **decreased chronic absenteeism, lower dropout rates, and reduced exclusionary discipline**.

Transition Programs

PWCS' feeder and receiving schools will provide consistent and targeted transition activities and interventions for rising sixth- and ninth-grade students. Critical components for the elementary to middle school transition include student orientations and a focus on SEL before and after the transition—highlighting executive functioning skills, family engagement, and peer support programs like student ambassadors. Middle to high school transition practices include early warning systems and regular reviews of student data, ninth grade teaming and advisories, summer transition programs, family engagement, SEL, and supports.

To further support the middle to high school transition, partnerships through the Center for High School Success (CHSS) will help high schools build effective systems and structures for student success. These will boost ninth grade on-track rates—the percentage of ninth graders who meet the necessary academic benchmarks to be on track to graduate in four years. Additionally, this support will produce measurable school and student improvements in the first year of partnership—including reduced chronic absenteeism, improved student behavior and sense of belonging, increased teacher morale and retention, and stronger CTE and dual credit pathways.

By 2030, PWCS will fully implement the CHSS Roadmap for Ninth Grade Success in eight high schools (Brentsville District, Freedom, Gar-Field, C.D. Hylton, Osbourn Park, Potomac, Unity Reed, and Woodbridge). This will support our goal to increase the division's ninth grade on-track performance to 95% and establish guidance and best practices for elementary-to-middle school transition.

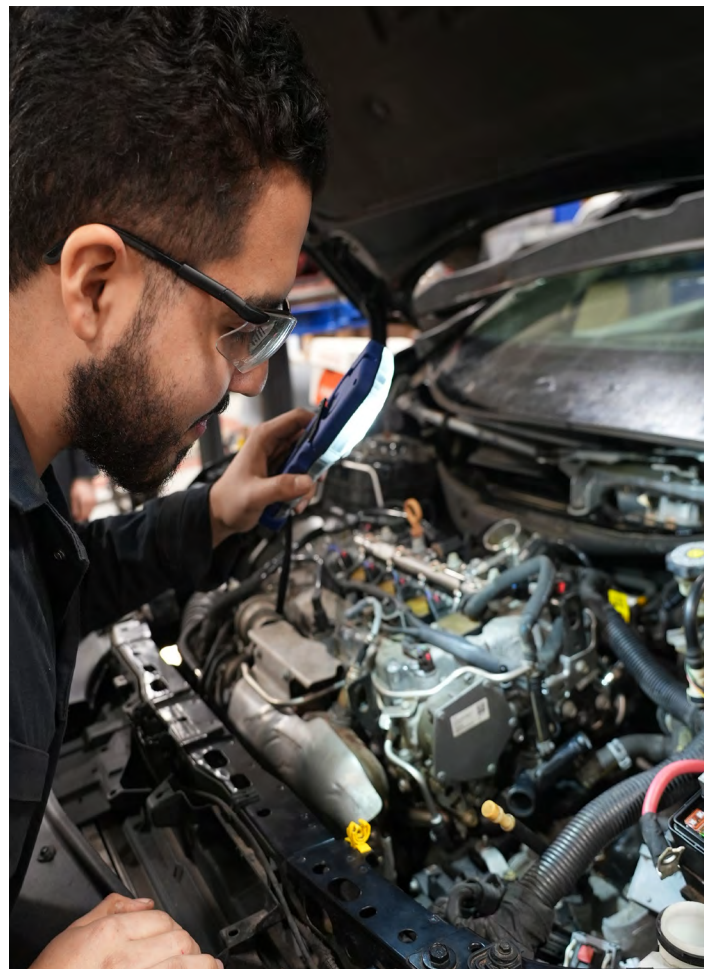
Increase Opportunities for High-Quality Activities During and After School

Extracurricular and co-curricular activities at the high school level encompass both athletic and non-athletic programs. These include school-sponsored sports, as well as fine and performing arts opportunities, academic clubs, student government, and service organizations. **By 2030, PWCS will offer expanded options for athletic and**

non-athletic activities during and after school to include National History Day Competition for all high schools and middle schools, as well as academic decathlon, debate, and speech for all high schools.

Expand Nontraditional Education and Programs

Across the U.S., **nontraditional schools, programs, and classrooms** are designed to serve students who struggle in traditional educational settings. Nontraditional education adopts **innovative, research-based approaches** to teaching, helping prevent students from dropping out, supporting **increased graduation and attendance rates**, and reducing discipline referrals. These programs offer environments tailored to students who face significant challenges at school, at home, or within their communities. By implementing 21st century teaching and learning strategies, nontraditional education enables students to meet graduation requirements, prepare for college and careers, and become contributing members of their communities.



Nontraditional Programs

Nontraditional education offers innovative, research-based approaches to teaching students who require—or even excel in—an environment beyond the traditional educational setting. A key component of nontraditional education for high school students is the ability to earn credits by mastering course standards through competency-based learning versus the 140-seat-hour Carnegie unit.

Through nontraditional programming, PWCS will implement a comprehensive approach to serving students who may have a need to transition in and out of school during the year. This includes students who must miss school due to hospitalization, physical, or mental health treatment, who require smaller and more personalized learning environments, or who have been removed through the Student Hearing Department, resulting in long-term suspension or criminal reassignment. Our approach will include access to rigorous academic opportunities, flexible approaches to credit accrual through competency-based learning, restorative approaches, step-down opportunities, wraparound supports, and partnerships with community agencies that enable successful transition beyond circumstances.

PWCS will establish hybrid academies that include versatile schedules and flexible instruction—mixing virtual and in-person modalities to accommodate different learning styles or circumstances that prevent a student from participating full-time in a traditional classroom. **By 2030, PWCS will establish one hybrid learning program at both the high school and middle school levels, beginning with a pilot site and expanding based on evaluation.**

These programs will provide flexible learning options and enhanced social-emotional and behavioral support to meet diverse student needs. Also, **by 2030, PWCS will open an in-person version of the computer-based instruction model with intensive behavioral and mental health supports for students restrictively placed through the Student Hearings Department.**

Programs for Older School-Age Students with Limited High School Credits

Changing demographics and economic pressures have led to higher dropout rates among older school-age (18 to 22) under-credited students—particularly newcomer students who must balance financial responsibilities with academic demands, often while learning an additional language. Research emphasizes

the effectiveness of career development and job training strategies, particularly when combined with family engagement, behavioral interventions, and literacy development. These strategies can provide authentic, project-based learning opportunities to engage students, prevent dropouts, and facilitate their transition from education to the workforce.

Central offices, school-based administrators, and the Global Welcome Center will coordinate training efforts to ensure proper identification of older school-aged students with limited high school credits at the time of entry. PWCS will develop common procedures at the time of registration to allow students to review a variety of opportunities, whether high school completion, high school equivalency through the GED program, access to work-based learning opportunities, or a combination of these so they can select a program that meets their goals and timelines. **By 2030, PWCS will establish a program for older school-age students with limited high school credits that allows them to earn high school credits through competency-based learning and flexible schedules, while simultaneously providing them the opportunity to shift along the way toward a GED pathway in support of individual goals.** PWCS will provide wraparound supports and seek community resources to support these students during and beyond school. This program will also support WBL opportunities, including paid experiences such as cooperative education and youth registered apprenticeships, allowing students to gain critical career experiences while also earning high school credits and potentially earning compensation.





COMMITMENT 2:

Positive Climate and Culture

Values spotlight:



Equity



Inclusivity



Resiliency



Well-Being

Objective 2.2

PWCS will cultivate an environment where staff members are valued, included, engaged, welcomed, and supported, which will foster a strong sense of belonging and well-being.

Theory of Action

If PWCS implements a comprehensive, research-based Human Capital Framework that aligns with our core values—and integrates talent acquisition, onboarding, professional growth, performance management, retention, and succession planning—then staff will experience greater clarity, connection, belonging, well-being, and engagement. This will result in PWCS retaining a diverse, committed, high-performing, and empowered workforce that drives student-centered excellence.

Overall Impact Goals



Staff engagement will increase by 12% as measured by the Gallup Q12 Employee Engagement Survey.



PWCS will achieve a 10-point increase in percentile ranking on the Teamwork domain in the Gallup Q12 Employee Engagement Survey.



PWCS will implement a fully developed mentoring program for no less than 50% of existing classified staff, and central office and building administrators.



99% of classrooms will be staffed with properly endorsed teachers by 2030.



PWCS will maintain or exceed a 95% retention rate among classified, certified, and administrative staff.



5% increase in the diversity of PWCS certified staff.



PWCS will establish formal public/private partnerships to identify at least **150** dedicated residential units, creating affordable housing options that reduce barriers for staff and strengthen PWCS' position as an employer of choice.

Impact Goal Summary

As educators, PWCS is committed to empowering our students. And as an employer, we're equally committed to empowering our staff. We recognize that our teachers, administrators, and support staff shape the PWCS experience every day. Our employees bring skills, experience, and passion to their jobs that set new standards of excellence for our students—contributing to PWCS' position as one of the top school systems in Virginia. Research consistently shows that maintaining a positive school culture is imperative for retaining a qualified, high-performing workforce. With this understanding, PWCS commits to growing a supportive, engaging culture that champions long-term employee success and retention. **By 2030, PWCS employees will report an increased sense of belonging, connection, and active engagement as measured by the Gallup Q12 survey. Additionally, throughout the next four years, PWCS will maintain or exceed a 95% retention rate among classified, certified, and administrative staff.**

Building on Our Success

In 2025, Forbes named PWCS one of America's Best-in-State employers, recognizing our positive work culture, meaningful career paths, and commitment to employees. We aim to build on this success over the next four years with the strategic initiatives outlined in this objective.

The Human Capital Framework

The Human Capital Framework is PWCS' foundation for attracting, supporting, developing, and retaining our workforce. It is a dynamic, integrated system that ensures every facet of talent management is intentional, equitable, and aligned with our strategic goals. This framework is structured around six interconnected components: Talent Acquisition, Talent Integration and Transition, Professional Growth and Career Pathways, Performance Management and Feedback, Talent Retention and Engagement, and Succession Planning and Knowledge Transfer. PWCS will organize our employee practices across these six components, applying them in line with our Profile of a Leader and Standards of Excellence. **In 2030 and beyond, this will support a coherent, equitable employee life cycle, and a cohesive school system grounded in clarity, accountability, and educational excellence.**

Talent Acquisition

PWCS will strengthen recruitment and selection by expanding our divisionwide **"You Belong Here"** initiative. The division will clarify and standardize job descriptions and align our selection protocols to attract candidates who reflect the diversity and excellence of our community. Additionally, PWCS will strengthen partnerships with universities, alternative licensure programs, and teacher recruitment organizations, with a strategic emphasis on special education.

At the same time, we will implement the Housing Options Made Easier (H.O.M.E.) pilot to reduce relocation barriers for candidates considering moving to Northern Virginia. **By 2030, PWCS will establish formal public/private partnerships to identify at least 150 dedicated residential units, creating affordable housing options that reduce barriers for staff and strengthen PWCS' position as an employer of choice.** PWCS will expand our Growing Our Own pathways, including Teaching Assistant to Teacher. These strategies reflect research on match quality, early and information-rich hiring, and candidate experience as drivers of effectiveness and retention.

Talent Integration and Transition

PWCS will deliver differentiated onboarding across certified, classified, and administrative roles. This will begin by establishing preboarding communications, welcome teams, and preboarding buddies. Onboarding will include team introductions, mentorship assignments, and interactive modules that blend cultural acclimation with

role-specific content. We will follow this with structured well-being checkpoints at 30, 60, and 90 days.

PWCS will also **expand induction and mentorship** for all staff groups, with mentor training aligned to PWCS' Profile of a Leader. Goals will explicitly incorporate recognition, connection, and career development, and PWCS will continually track participation and outcomes to inform strategy. This approach is grounded in evidence that structured onboarding increases retention, accelerates time-to-effectiveness, and strengthens belonging.

Professional Growth and Career Pathways

PWCS will develop **personalized professional development plans** for all staff, offer micro-credentialing and stackable certifications, host the annual Classified Professional Development Conference, and implement a substitute teacher development initiative with a substitute-to-teacher pipeline. **By 2030, 90% of full-time staff will have tailored development plans, and 60% of classified staff will be engaged in upskilling or credentialing pathways.** We will expand the Teacher Leader Model and New Teacher Coaches to provide job-embedded coaching, observation, feedback, and collaborative planning. We will also clearly define and align all career pathways to workforce planning and succession management. These strategies draw on empirical evidence that continuous, personalized professional learning, coaching, and distributed leadership enhances employee engagement, effectiveness, and retention.

Formalized Mentoring Programs

Research states that employees value opportunities to learn and grow, and that organizations that strategically provide professional growth opportunities benefit from higher employee engagement and effectiveness. Studies also show that employees are more engaged and more likely to stay in organizations where they can see and access future opportunities. By aligning professional learning to career pathways, organizations can create a more intentional talent development strategy. This will also require creating additional formalized mentoring programs. Already, PWCS has established teacher mentoring and first-year principal mentoring programs. **By 2030, PWCS will have a fully developed mentoring program in place for no less than 50% of the existing employee groups represented in classified, central administrators, and building administrators.**

Leadership development will be a central focus of PWCS' human capital strategy. The Profile of a Leader will serve as the foundation for leadership development, hiring, and evaluation across administrative levels—aligning current and aspiring leaders with PWCS values and leadership behaviors to create a consistent, inclusive, and high-impact leadership culture. Additionally, the division will launch a **Principal Residency Program** that provides immersive, job-embedded coaching and authentic principal-level experiences for aspiring leaders, building on the existing Aspiring Principals cohort. **By 2030, 80% of residency graduates will be placed in leadership roles.**

PWCS will use **Leader Tracking Systems** to match candidates to school needs, anticipate vacancies, and tailor on-the-job supports to leadership development. We will expand teacher leadership and coaching networks to ensure that there are accessible pathways into leadership. A research foundation—including principal pipeline studies—supports residencies, targeted placement, and coaching as levers to improve student outcomes and organizational coherence.

Performance Management and Feedback

Additionally, PWCS will deploy a developmental performance management system grounded in continuous feedback and formative evaluation. Managers will be trained to deliver effective, actionable feedback and foster a growth mindset, while performance standards will be aligned with job responsibilities and division priorities. PWCS will use Gallup Q12 and Upbeat survey data to inform practice, policy, and culture. Additionally, we will audit and refine the system to ensure fairness, transparency, and growth orientation—reflecting evidence that developmental, data-informed performance systems correlate with stronger organizational health and lower attrition.

Talent Retention and Engagement

In 2026 and beyond, PWCS will prioritize staff **mental health and well-being** through a comprehensive suite of supports, including on-demand mental health services, preventative interventions, and leadership training in **mental health awareness**. The division will embed well-being checkpoints into onboarding and transition processes, provide access to sustained, evidence-based stress management interventions, and incorporate well-being into professional development. **As a result, every school will have an individual who is trained in mental health first aid. PWCS will also see a 10% reduction in teacher absences.**

PWCS will help employees better **understand and utilize their benefits** by delivering personalized resources and multi-modal education campaigns, which we will support with expanded digital platforms for engagement, learning, and enrollment. **As a result, PWCS will see a 10% increase in utilization of the Employee Assistance Plan and 10% increase in the number of health plan members completing annual wellness exams.** Additionally, we will offer robust financial wellness programming provided by Apple Federal Credit Union for PWCS staff. Recognizing that overall wellness rests on the foundation of financial wellness, this programming covers step-by-step personal finance instruction.

In addition, PWCS will regularly review total rewards against utilization and market trends to inform future benefits decisions. This will allow PWCS to sustain a comprehensive, competitive, and cost-effective benefits program for our staff. Over the next four years, we will also **strengthen recognition systems and employee voice** with Gallup Q12 and Upbeat surveys, take active steps to build an inclusive culture, and use onboarding, engagement, and exit data to drive continuous improvement.

Succession Planning and Knowledge Transfer

PWCS will launch the **Principal Residency Program and Leader Tracking Systems** to build a robust leadership pipeline and ensure continuity in critical roles. We will also standardize succession protocols and documentation, deploy mentoring, shadowing, and gradual release of responsibilities, and establish standard operating procedures (SOPs) for knowledge transfer—allowing us to preserve institutional memory and reduce disruption. A key workforce strategy will be more intentional assignment of Retirement Opportunity Program (ROP) personnel—not only as mentors and knowledge-transfer anchors, but also as instructional and student-support providers to ensure consistent, high-quality learning environments for students. **By 2030, 100% of administrative positions will have a succession plan in place.** This approach aligns with evidence that proactive succession planning and codified knowledge transfer reduce time-to-hire, improve diversity, and sustain performance.





COMMITMENT 2:

Positive Climate and Culture

Values spotlight:



Innovation



Integrity



Well-Being

Objective 2.3

PWCS facilities will be welcoming, safe, healthy, and sustainable.

Theory of Action

If PWCS modernizes divisionwide systems—by integrating advanced technologies, streamlined processes, and efficient and reliable infrastructure—then PWCS will increase operational excellence, align decision-making, and cultivate stronger partnerships. This will lead to healthier, more sustainable, and more engaging learning environments that will support student success.

Overall Impact Goals



10% increase in students reporting they feel safe in their school.



25% reduction in greenhouse gas emissions.



100% of building automation systems will integrate smart technologies to enable real-time optimization and predictive maintenance.



100% of PWCS students will have access to school-based outdoor learning environments.

Improve Maintenance Efficiency

By 2030, PWCS Facilities will transition from site-based operations to a centralized maintenance model anchored by the Maintenance Operations Center. This hub will streamline resources, coordinate services across schools, and enable real-time management through a unified technology platform. By implementing this model, PWCS will increase proactive maintenance, improve reliability, resulting in fewer equipment failures and less downtime, and ensure faster response rates, higher satisfaction, and a safe and functional learning environment.

Reduce Greenhouse Gas Emissions

PWCS' Sustainability Commitment

PWCS will implement a comprehensive sustainability framework that leverages national partnerships, builds internal capacity, and invests in emerging technologies, low-emission transportation, and climate-resilient infrastructure. This will result in **reduced greenhouse gas emissions by 25% from the 2018-19 school year baseline by 2030.** Throughout the next four years, PWCS will decarbonize high-impact areas—transportation and building operations—through alternative-fuel vehicles and low-GWP refrigerants. We will expand on-site renewable energy—such as rooftop solar—to cut emissions, lower costs, and improve energy resilience. Additionally, we will engage in national initiatives for technical support, peer learning, and accountability.

Transitioning the White Fleet and Bus Fleet to Alternative Fuel Vehicles

PWCS is committed to transitioning the division's buses and white fleet vehicles to feasible alternative fuel models, including electric and propane. We will support this transition with infrastructure upgrades that will ultimately enable full-fleet electrification.

PWCS is progressively converting its vehicles to sustainable fuel models year by year, making steady progress toward significant GHG reductions by 2030. This includes the transition of 30% of PWCS' white fleet vehicles to be electric, supported by upgraded grid infrastructure that will enable full-fleet electrification in the coming years. **Additionally, 50% of the active school bus fleet will operate on alternative fuels, significantly**

improving air quality for students and surrounding communities.

Investing in Solar and Low-GWP Practices

PWCS will expand on-site renewable energy to reduce emissions, lower costs, and boost energy resilience. Several schools already benefit from solar, demonstrating measurable energy savings. **By 2030, PWCS will install rooftop solar panels at 20 additional sites, prioritizing high-energy use and structurally feasible locations.**

PWCS will also address refrigerant-related emissions by **tracking fugitive leaks and replacing high-GWP refrigerants with low-GWP alternatives at 50% of feasible HVAC sites.** Through early detection, preventive maintenance, and equipment upgrades, PWCS aims to **reduce refrigerant emissions by one-third by 2030.**

Reduce Energy Use

PWCS will modernize infrastructure and adopt data-driven operations to improve energy performance. **By 2030, PWCS aims to reduce divisionwide Energy Use Intensity (EUI) by 15% from the 2023-24 school year baseline.** EUI—energy used per square foot per year—is a nationally recognized metric that ensures fair comparisons across schools and reflects true efficiency gains.

Our approach combines **smart building technology, energy-efficient systems, proactive maintenance, and energy-saving behaviors.** By aligning technology, processes, and people, PWCS will foster a culture of conservation and achieve exemplary EUI levels.

Modernizing Infrastructure for Efficiency

By 2030, PWCS will implement AI-powered building automation and sensor technologies in all schools to enable real-time, data-driven commissioning that optimizes system performance, reduces EUI, improves HVAC responsiveness, supports predictive maintenance, and lowers operating costs. To further increase efficiency, PWCS will convert all lighting to LED, upgrade building envelopes, and install geothermal HVAC systems during renovations or replacements where feasible. These efforts are expected to **reduce energy costs by up to 20%** while advancing sustainability and long-term cost management goals.

By 2030, all PWCS schools will have undergone an investment-grade energy audit, with life-cycle cost analysis (LCCA) guiding all capital investment decisions across the division. LCCA considers all costs related to the initial purchase, operations, maintenance, replacement, disposal, and—most importantly—energy use. This will lead to more accurate HVAC renovation estimates and ensure that there are sufficient funding allocations for every project.

Reduce Waste

PWCS is committed to reducing landfill-bound waste through a divisionwide waste reduction strategy focused on infrastructure, education, and accountability. **By 2030, we aim to divert 40% of total waste from landfills through expanded recycling, composting, and reuse.** To achieve this, all schools will complete baseline waste audits by 2026, enabling data-driven, site-specific strategies. By 2027, key school staff will be trained in current waste reduction practices, and by 2028, smart bin technology will be piloted in 10 schools to improve sorting accuracy and track progress. **By 2030, 50% of schools will implement on-site composting, and 25% will use compost-hauling services.** PWCS will publish annual waste reduction reports to ensure transparency, track progress, and drive continuous improvement—building a culture of sustainability and shared responsibility across the division.

Improve Indoor Environmental Quality

PWCS commits to providing healthy, safe, and supportive learning environments by continuously improving Indoor Environmental Quality (IEQ), which includes indoor air quality (IAQ), lighting, acoustics, and thermal comfort. While current air quality across our schools meets acceptable standards, PWCS is proactively working to enhance monitoring and management practices to ensure even greater consistency and responsiveness across the division.

By 2030, all PWCS schools will comply with industry standards for key IAQ thresholds—CO₂, temperature, and humidity—supported by real-time monitoring and clear response protocols. By 2027, every school will be equipped with indoor and outdoor air quality sensors to support early detection, preventive maintenance, and rapid intervention.

A cross-functional IAQ Committee has been established to oversee environmental standards and will finalize

a divisionwide IAQ Management Plan and Monitoring Response SOP to guide compliance and corrective actions. These tools will support consistent operations and ensure alignment with Virginia's IAQ Inspection and Evaluation Act.

IEQ principles will be fully integrated into all design, renovation, and maintenance efforts—enhancing lighting for visual comfort, acoustics for effective communication, and HVAC systems for stable thermal conditions. Annual public reports will share each school's environmental performance, reinforcing transparency and accountability.

Over the next four years, PWCS will leverage AI, emerging technologies, and leading industry guidance to maintain and improve IEQ across all schools. By 2026, all schools will be trained on compliance, best practices, and operational procedures—ensuring every facility operates to a consistent, high standard in support of student and staff well-being.

Integrate Outdoor Learning Environments

PWCS will provide all students with **school-based, outdoor learning environments.** Our efforts will include creating high-quality, site-specific spaces for outdoor learning, training our educators to teach effectively in outdoor environments, and cultivating community partnerships for place-based outdoor learning.

PWCS will make outdoor instruction an intentional component of all teaching and learning experiences. These experiences will align with the objectives of the PWCS Environmental Literacy Plan and will be guided by divisionwide specifications for outdoor learning spaces. **This will lead to 100% of students having access to school-based, outdoor learning environments by 2030.**

Strengthening Community Partnerships for Place-Based Learning

Outdoor learning environments will be maintained through collaborative efforts between central maintenance staff, school staff, students, and community partners. In particular, community stewardship programs like Adopt-a-Spot, Adopt-a-Pond, and Adopt-a-Stream will strengthen our community ties while fostering student ownership and environmental responsibility with a goal of **100% of schools with at least one place-based learning partnership that supports outdoor instruction by 2030.**



COMMITMENT 3:

Family and Community Engagement

Summary of our Commitment

To support our commitment to **family and community engagement**, PWCS will empower families to be active champions of their student’s success. This starts with making newcomers feel at home in their new school community—with structured supports to help families from all backgrounds transition smoothly. Together, community partnerships and cross-departmental guidance will provide a broad ecosystem of support for the diverse needs of students and families. Partnerships will power initiatives for innovation, skill-building, and mentorship, helping PWCS position our students for better academic outcomes and brighter futures. PWCS will leverage data to demonstrate funding needs and impact, helping us secure support for emerging programs that fuel student learning and career readiness. By 2030, these efforts will produce positive, measurable outcomes for stakeholders across our community.

Values spotlight:



Innovation



Equity



Inclusivity



Well-Being

Objective 3.1

PWCS will engage families as authentic partners in education to support their students’ academic progress.

Theory of Action

If we establish a Comprehensive Family Engagement Center, then families and staff will have a place to work together to ensure students’ academic progress, extend learning beyond the classroom, build parents’ and guardians’ capacity to support their students’ learning, and provide wraparound services. Staff will be able to create ways to engage families through multiple experiences that foster collaboration, help meet their immediate needs, and equip them with essential knowledge, tools, and resources. Families will be empowered to actively support their children’s academic and personal development, which will lead to increased engagement for all.

Overall Impact Goals



PWCS will achieve a 10% increase in the family engagement index as measured by the Gallup Family Engagement Survey.



85% of targeted students and families will receive opportunities to work together to become workforce ready.



85% of newcomers, English-learner families, military-connected families, and families of students with disabilities reporting a fully engaged educational environment that is welcoming and creates a sense of belonging.

Impact Goal Summary

Family-school partnerships are key to students' academic success, and studies show the earlier schools establish family engagement, the more effective they are in raising student performance. With this understanding, PWCS will work closely with families to build environments that best support their student's emotional and academic development.

PWCS families encompass a wide range of backgrounds, and PWCS is committed to supporting their diverse needs to ensure their students' success. To date, PWCS is home to approximately 2,500 English-learner newcomer families, 8,000 military-connected families, and 14,000 students with disabilities. To ensure all families feel included and supported throughout their academic journey, PWCS will take strategic steps to nurture these relationships with tailored supports and expanded engagement opportunities.

PWCS Comprehensive Family Engagement Center

The division will establish the **PWCS Comprehensive Family Engagement Center**. This will serve as a one-stop hub for families, offering both physical and virtual access to resources, training, and support. The center will equip families with tools and knowledge to actively participate in their child's education, fostering trust and collaboration between schools and communities.

The center's core components will include a **digital portal** for families to access information, training modules, and multilingual communication channels. By centralizing these resources online, PWCS will support **equitable access** for families who cannot visit in person. The center will include infrastructure and physical space for training and family events. **By 2030, these efforts will produce positive, quantifiable outcomes for stakeholders across our community—with 85% of newcomers, English-learner families, military-connected families, and families of students with disabilities reporting a fully engaged educational environment that is welcoming and creates a sense of belonging.**

Education and Workforce Readiness for Families

PWCS will launch a workforce-readiness initiative that establishes three distinct CTE programs for students and families to learn together. We will develop this workforce readiness initiative in collaboration with at least

five local business partners. **By 2030, 85% of targeted students and families will receive opportunities to work together to become workforce ready.** These will include engagements in virtual learning labs, courses for earning certifications and credentials in high-demand industries, micro-credentialing, and programs designed to prepare participants for earning a GED.

Standardized Onboarding for Newcomers and Military-Connected Families

Establishing a consistent and comprehensive onboarding procedure as a school division will ensure all newcomer and military-connected families receive equitable levels of support and information. As a result, families across the division will experience **smoother transitions** and a stronger **sense of belonging** within the PWCS community.

This onboarding system will include the following stages: Welcoming and Orientation, Information Access and Navigation, Family Engagement Activities, Support Services, Feedback and Continuous Improvement, and Partnership Building.

Using a phased implementation approach, PWCS will pilot the standardized onboarding system beginning in 2028, **with full implementation in all PWCS schools by 2030.** Upon implementation, 90% of families will report that onboarding has helped ensure new families feel confident and welcomed in the school community, improve communication and engagement between the school and families, and foster stronger connections that contribute to the long-term success of students and families.





COMMITMENT 3:

Family and Community Engagement

Values spotlight:



Innovation



Equity



Well-Being



Resiliency

Objective 3.2

PWCS will work collaboratively with community agencies and business partners to turn strategic initiatives into engines of equity, excellence, and inspiration—and elevate them to their fullest potential.

Theory of Action

If we engage in strategic partnerships with community agencies and businesses that support our initiatives for enrichment programming and partnerships for student experiences, wellness, and wraparound services, then we will create a more supportive ecosystem. This will be an ecosystem that enhances student learning, strengthens community bonds, fosters innovation, and supports wellness by leveraging shared resources, expertise, and networks. In turn, this will address systemic challenges, expand opportunities, and prepare students for a thriving future in a diverse and rapidly evolving society.

Overall Impact Goals



Implement three school-based health clinics.



Add eight school-based food pantries each year, reaching at least 40 to support student needs.



85% of students and families will receive essential wraparound services within four weeks of being referred.



Establish a mentor network of 150 mentors to support 250 students annually.



50 trained diverse mentors will support 100 first-generation/underrepresented students.



50 students annually will have summer internships or job shadowing directly related to college enrollment and career readiness interests with tracked outcomes related to college enrollment and career readiness.



Create 150+ job shadowing placements annually.

Impact Goal Summary

Partnerships create a network of support that goes beyond the classroom. Community members can offer **resources, expertise, and real-world connections** that schools alone may not be able to provide. Tapping into the **collective expertise of our community**, PWCS can offer students a wider range of mentors, opportunities, and guidance. This also increases our capacity to provide more hands-on experiential learning—so students can see what they learn *in school* applies to life *outside* of school.

In addition to a strong core family support unit, community partnerships show students that the adults in the places they live are invested in their success. PWCS believes this is critical, as having supportive relationships with non-parental adults is also linked to higher levels of **self-esteem, positive academic attitudes, motivation, school attendance, and academic achievement** among students.

Working together, PWCS, local organizations, and businesses will raise a generation of students who are prepared and inspired to meet the needs of their community. Above all, we can ensure that every child in our community has the support they need to reach their full potential. **By 2030, PWCS will increase partnership engagement by 30% with targeted outreach in four key areas: Innovation and Digital Citizenship, STEM and AI Education, Career Pathways, and Social/Wraparound Services.**

Enrichment Programming

Innovation and Digital Citizenship

Prince William County is consistently recognized as one of the top digital counties in the nation. We're a county committed to innovation—with some of the brightest minds in technology and business living and working right here in our communities. Through the power of local partnerships, PWCS can connect students to the tools, expertise, and inspiration they need to be lifelong innovative thinkers. **By 2030, 100% of PWCS families will have opportunities to actively support their children's digital learning and responsible technology use.**

Co-Designing Projects with Community Partners

PWCS will collaborate with **community agencies and business partners** to create opportunities for students to develop skills in digital literacy, ethical technology use, and creative problem-solving. By offering access to joint workshops, mentorship programs, and cutting-edge tools, PWCS will empower students to become responsible and innovative digital citizens.

To achieve this, PWCS and its partners will co-design and deliver innovation-focused **digital citizenship projects in 85% of K–5 classrooms**. By design, these projects will integrate hands-on technology experiences, enhance digital creativity, and promote responsible technology use. In support of this effort, PWCS will deliver professional learning sessions for K–5 teachers, training them how to integrate co-designed projects and model strategies that foster digital creativity and citizenship. As a result, 90% of participating students will show improved understanding of digital citizenship concepts, responsible online behavior, and creative technology skills as measured by classroom assessments and student portfolios.

PWCS will also coordinate the delivery of these innovation-focused projects, ensuring that all activities offer practical **technology experiences** and address key elements of **digital responsibility**. At project completion, we will collect feedback from students, teachers, and partners to evaluate the impact on student engagement, creativity, and understanding of responsible technology use.

STEM and AI Education

PWCS believes in a strong foundation in STEM for all students. We also believe in teaching our students to be responsible digital citizens—and that includes knowing how to use AI ethically and effectively.

Partnerships that Promote STEM and AI Learning

Over the next four years, PWCS will build partnerships that expand access to hands-on **learning experiences in STEM and AI**—including internships, industry-led seminars, and project-based learning options. These collaborations will help students gain practical skills, deepen their understanding of emerging technologies, and inspire future careers in science and technology fields.

Leveraging these local partnerships, PWCS aims to expand these learning experiences by **15% year over year for all students**. We will achieve this by establishing strategic partnerships with local STEM and AI organizations, universities, and industry leaders to co-design project-based learning modules and real-world challenge scenarios for students. We will integrate these project-based learning opportunities into the curriculum, ensuring every student has access to authentic, inquiry-driven experiences that build technical and collaborative skills. We will augment these efforts by coordinating with industry partners to host guest speaker sessions, workshops, and site visits that expose students to current trends, career pathways, and applications of AI and emerging technologies. Within four years, at least 90% of participating students will report enhanced skills in problem-solving, collaboration, and digital literacy, as evidenced by post-program surveys and project assessments.

Partnerships for Student Experiences

Career Pathways

To support postsecondary preparedness, PWCS offers multiple career pathways for high school students that align with the needs of local and national labor markets, so students are better positioned for success in high-demand, high-opportunity jobs. Many pathways offer the chance to earn relevant industry certifications, which often permit students to earn college credit and increase their employment opportunities. By teaming with

community partners, PWCS aims to expand these learning opportunities with more interactive, exploratory, and accessible experiences in the professional sphere.

Career Exploration and Readiness Opportunities

PWCS will work with local businesses and community organizations to create robust initiatives for **career exploration and readiness**. These collaborations will offer students more ways to participate in **job shadowing, career fairs, and workplace visits**. As a result, PWCS will help students identify their personal strengths and interests while providing clear pathways to postsecondary education and employment. We will make these opportunities accessible to all students—ensuring that participation from each demographic group is within **15%** of the school division's overall student demographics.

PWCS will host an **annual college and career fair** designed to connect students with internship and externship opportunities that align with their chosen fields of study. Additionally, at least **150 students** enrolled in CTE course sequences will participate in a job shadowing experience each year. We will also ensure that **80%** of students who complete a CTE course sequence engage in at least one job visit or shadowing opportunity related to their academic focus.

Mentor Networks

Research shows that mentors have a unique capacity to increase student morale and self-esteem. By connecting students with a stable and supportive relationship with a caring non-parental adult, mentoring programs provide an environment where students can build greater confidence in themselves and their abilities. In turn, these traits are linked to better psychosocial, behavioral, and academic outcomes.

PWCS will initiate a Mentorship Network Program to pair students with business and community mentors. These mentors will assist with goal setting, skills development, and transitions to college or careers. By 2027, we will recruit and train a diverse pool of at least 50 business and community mentors to establish the program, with a focus on supporting first-generation and underrepresented youth for a minimum of 100 students. **By 2030, the mentor network will be sustained with 150 mentors to serve at least 250 students annually**. Additionally, we will launch a summer internship opportunity or job shadowing experience for at least 50 students annually and document

outcomes tied directly to college enrollment and student interests in career readiness year over year. Through quarterly skills development sessions and targeted workshops, the program will foster meaningful community connections that promote student confidence, leadership, and personal growth.

Wellness and Wraparound Services

Students perform their best when their essential needs are met, both inside and outside the classroom. Wraparound services are designed to target underlying challenges that affect students' ability to learn—whether those challenges are academic, emotional, social, or physical. By working with local partners, PWCS connects students and families to a broad range of well-coordinated supports and services in their communities. This offers students a holistic support system that's tailored to their individual needs and overall well-being. Research shows that wraparound services are linked to **higher grades, test scores, attendance and graduation rates**, as well as **improved behavior and social functioning**.

By 2030, PWCS will create a wider, more diverse partner network that ensures 100% of students have access to comprehensive wraparound services. These services will offer a full range of resources to support students' physical, emotional, nutritional, and educational needs. PWCS will coordinate with agencies to deliver counseling, health services, and family engagement programs to foster holistic well-being and remove barriers to students' success. Additionally, school parent liaisons will engage families via **Mobile Family Support Units** that will meet families where they are by visiting neighborhoods and community events to provide information, answer questions, and build trust. This comprehensive ecosystem of support will build our capacity to meet complex human needs—and empower every student to thrive. **By 2030, 85% of students and families will receive essential wraparound services within four weeks of being referred.**

Health Clinics

By 2030, PWCS families will have access to three school-based health clinics. These include school-based clinics in partnership with Sentara and the Community Health Foundation, offering immunizations on a continuum at each location. We will leverage community organizations to host immunization clinics in accessible locations and provide free mandatory employment health screenings for newly hired PWCS employees as part of the onboarding process. This will result in a 10% increase in annual

participation in health and wellness programs year over year.

Food Pantries

In addition to school-based clinics, PWCS will partner with the Prince William County Community Foundation (PWCCF) to proactively support PWCS families who are experiencing food insecurity. Research indicates that students with unmet essential physiological needs—such as adequate nutrition, rest, and feelings of safety—struggle academically and find it hard to fully participate in learning. In 2025, about 14.2% of U.S. households experienced food insecurity through November, with rates peaking at 16% later in the year. Over 29,000 PWCS students across the division are classified as economically disadvantaged as defined by federal guidelines. Currently, 69 PWCS schools are participating in the Community Eligibility Provision, allowing every student at those schools to receive free breakfast and lunch without the need to submit individual household applications. In partnership with PWCCF, PWCS launched a food pantry pilot in school year 2025–26, creating fully functional pantries in 10 schools to help students and families gain better access to nutritious food and address food insecurity. **PWCS will add eight school-based food pantries annually for a minimum of 40 food pantries divisionwide by 2030.**



Volunteer Programs

Support for Students

Volunteers enhance the quality of our instructional program by donating their time and effort inside and outside the classroom. By volunteering, parents and community members can contribute valuable skills and experiences to the learning environment, while providing a positive adult presence that positions them as role models and motivators. In fact, research shows that when volunteers are involved, students tend to perform better academically, have higher school attendance, exhibit fewer behavioral problems, and have more positive attitudes toward school overall.

Support for Staff

At the same time, volunteers can supply essential support for staff when resources are limited, which increases the division's capacity to provide individualized support to every student.

Program Coordination and Consistency

PWCS will standardize volunteer programs across all schools in the division. All programs will provide parents and community members with structured engagement opportunities to support schools and student learning. We will support this by developing a volunteer program framework and toolkit for all schools. Once the framework is established, PWCS will promote volunteer opportunities to parents and community members through multiple channels, including newsletters, social media, and school events. **By 2030, PWCS will have volunteer opportunities in every school with at least three distinct engagement activities per school annually.** Throughout the school year, we will monitor engagement rates and continuously collect feedback. Each year, PWCS will host a divisionwide recognition event to share best practices and celebrate volunteer contributions. **By 2030, PWCS will achieve participation from at least 20% of parents and community members per school in volunteer activities per year.** Annual growth in volunteer participation and student learning outcomes will be communicated divisionwide.





COMMITMENT 3:

Family and Community Engagement

Values spotlight:



Innovation



Equity



Well-Being



Resiliency

Objective 3.3

PWCS will strengthen engagement with community agencies and business partners to support the division's strategic funding goals.

Theory of Action

If we develop a funding agenda that aligns partnerships with strategic goals, ensure every school has two business or community partnerships, and collaborate with PWCS community-based organizations, then business and community partnership resources will be equitably distributed to better support the unique needs of school communities.

Overall Impact Goal



SPARK will set forth an aggressive four-year funding goal of \$30 million to support identified division strategic initiatives.



Impact Goal Summary

Partnerships with businesses and community organizations help schools and divisions address gaps in existing programs. At the same time, they help students, families, and staff meet complex needs that go beyond the classroom. When partnerships are aligned with division initiatives and commitments, they can provide real-world learning opportunities and contribute to improved student outcomes. They can also deliver much-needed resources and holistic support for students, families, and staff. Partnerships also provide opportunities for students to connect with more people in their community and strengthen family engagement. Currently, all PWCS schools have at least one formal business or community partnership aligned with our schools' continuous improvement plans. Additionally, 100% of high schools have a business partnership supporting postsecondary endeavors. PWCS will work with our education foundation, Supporting Partnerships and Resources for Kids (SPARK), to make our partner acquisition process more centralized—allowing us to streamline and enhance our strategic efforts to increase engagement with business partners. **By 2030, SPARK will generate \$30 million in funding to support identified strategic initiatives.**

Need, Impact, and Opportunities for 2030

PWCS will utilize **comprehensive data analysis** to identify funding gaps, **highlight areas of greatest need**, and demonstrate the **measurable impact of investments** to secure support from community stakeholders. Additionally, we will allocate resources to support emerging programs that prepare students for future opportunities—such as **STEM education, technology**

integration, and **career readiness** initiatives. Finally, PWCS will leverage matching grant opportunities or employee giving programs facilitated by business partners.

Funding agenda

SPARK surpassed the \$10 million funding goal set forth in the *PWCS Vision 2025 Launching Thriving Futures Strategic Plan*, with a total revenue of \$22.1 million—reflecting a 43% increase in funding for the division's strategic initiatives.

The SPARK funding agenda and annual fundraising goals will shift to a total of \$30 million in funding support for the newly realized areas of critical focus:

STEM and AI Education

Goal: \$10 million

Wellness and Wraparound Services

Goal: \$5 million

Innovation and Digital Citizenship

Goal: \$8 million

Career Pathways

Goal: \$7 million

Starting in fiscal year 2026, this increase in revenue expands PWCS' capacity to invest in strategic partnerships and programs that bring value to our students, their families, and the larger community.





COMMITMENT 4:

Organizational Coherence

Summary of our Commitment

Under Elevate 2030, PWCS will continue our work to evolve into a **fully coherent organization**. Our vision is for students, staff, families, and the community to experience PWCS as a unified school system, rather than a collection of individually siloed schools. Through multiple divisionwide efforts, PWCS will foster an integrated, data-driven culture that democratizes the use of data across our organization. A unified data infrastructure and workforce-wide data literacy training will empower staff in all departments to make data-informed decisions, while a comprehensive return on investment (ROI) framework will help all schools evaluate and align their programs with PWCS' strategic goals. We will modernize and centralize our digital platforms to streamline cross-department workflows, while a more cohesive job architecture will map clearer pathways for career progression within the PWCS ecosystem. Through these and other strategic efforts, PWCS will become more efficient, informed, and integrated—building our collective efficacy and placing us at the next edge of growth as a data-centric organization.

Values spotlight:



Innovation



Integrity



Resiliency

Objective 4.1

PWCS will apply **innovative solutions** to ensure our **strategic priorities** deliver ROI.

Theory of Action

If PWCS rigorously evaluates our major programs for ROI, effectiveness, and alignment with strategic priorities, then the division will be able to optimize resource allocation, drive continuous improvement, and advance student achievement.

Overall Impact Goals



By 2030, 50% of new annual investment will be reallocated from prior-year operational spending.



By 2030, PWCS will make data-driven recommendations for program scaling, modification, or discontinuation and will reallocate resources to high-impact initiatives.

Impact Goal Summary

In public education, ROI isn't just a gauge of fiscal performance, it's a guide for decisions that yield the greatest benefits for students. PWCS is committed to adopting an ROI-centric approach to ensure we strategically allocate our resources to the programs that produce the best student outcomes. We believe all program decisions should be grounded in data, evidence, and objective feedback. We see ROI not just as a business practice, but as a science that can help us demonstrate value in a clear, quantifiable way. **By 2030, 50% of new annual investment will be reallocated from prior year operational spending.**

Comprehensive ROI Methodology

PWCS commits to establishing a **unified ROI methodology**, integrating ROI analysis into our strategic investment processes and adopting more comprehensive practices for evaluating new and existing programs. As we institutionalize each of these elements, we position our schools for ongoing excellence in resource stewardship and student achievement.

With this **robust and refined evaluation model**, PWCS will have a more systematic process for collecting data, tracking performance against goals, allocating resources

more effectively, demonstrating accountability, justifying investments, and ultimately providing the best possible student outcomes. Additionally, it will assure parents and community members that their tax dollars are being used effectively.

ROI framework criteria will include academic outcomes, cost-benefit analysis, stakeholder feedback, and alignment with wildly important goals. Ultimately, a **stop-start-continue criteria** will be developed to create clear decision-making guidelines for the investment-funding process to determine which programs should be continued, scaled, modified, or discontinued based on evaluation findings—ensuring resources are allocated to the most impactful initiatives.

By 2030, PWCS will make data-driven recommendations for program scaling, modification, or discontinuation and will reallocate resources to high-impact initiatives. We will openly share impact, progress, and lessons learned with all stakeholders, reinforcing trust and demonstrating accountability in stewarding division resources. PWCS will proactively identify emerging needs and opportunities, using established evaluation practices to continually adapt and innovate. This will ensure long-term success for all students.





COMMITMENT 4:

Organizational Coherence

Values spotlight:



Innovation



Integrity



Resiliency

Objective 4.2

PWCS will have a data-driven culture that ensures **all** decisions align with **stakeholder needs** and drive **improved outcomes** for students, teachers, and staff.

Theory of Action

If we implement a data and AI coherence strategy that ensures quality in all components of the data life cycle across PWCS, then division data will be secure, timely, and actionable. This will empower users with insights that align with their continuous improvement plans. It will also enable data-informed decisions that support improved student and business outcomes.

Overall Impact Goals



By 2030, 100% of PWCS departments and school-based staff will use AI-enabled analytics dashboards to improve student achievement, increase employee retention, accelerate decision cycles, and increase stakeholder satisfaction.



By 2028, 100% of schools and central office departments will adopt and operate under the division's AI vision, governance policies, and infrastructure standards.



100% of educators, specialists, and school and department leaders will complete role-specific advanced AI competency training.



By 2029, PWCS will integrate AI and data literacy competencies into 100% of onboarding and annual professional learning programs. At least 80% of staff will report increased confidence in using data analytics and AI to support their daily work, measured annually.

Impact Goal Summary

PWCS promotes innovation and critical thinking as part of our mission. The ability to work with data is essential to this effort—allowing us to gain objective insight into performance, root causes and effects, potential solutions, and likely outcomes. For this reason, PWCS is committed to building a comprehensive, data-driven culture that will empower educators to ask the right questions, create innovative solutions, explore new pedagogical approaches, and make evidence-based decisions—all with demonstrable impact.

This more advanced strategy will allow us to identify trends, patterns, gaps, connections, and potential outcomes that would not have been discoverable otherwise. This will enable PWCS to support our students more proactively, with a higher rate of success. **By 2030, 100% of PWCS departments and school-based staff will be able to make data-driven decisions using AI-enabled analytics dashboards. This will improve student achievement, increase employee retention, accelerate decision cycles, and increase stakeholder satisfaction.**

Comprehensive Data Infrastructures to Support Strategic Decision-Making

PWCS is committed to addressing existing challenges with data use by implementing a comprehensive data strategy and infrastructure. This plan involves strategically adapting our technology, processes, and mindset to enable a high-performing data culture.

A key priority will be training PWCS staff to confidently and capably utilize data. Research shows that teachers who are properly trained and supported can be instrumental in creating a more productive data-driven culture. Empowered with stronger data skills, our staff will be able to use data as a supportive tool to guide decisions, enhance creativity, and share effective strategies with their colleagues. When implemented effectively, a data-driven approach will enhance—rather than replace—the human element of teaching by helping staff create more personalized interventions based on student needs.

Modernizing our data infrastructure will create a more unified environment that will make data easier to access, analyze, and share, which will strengthen collaboration across departments. It will enable consistent data governance across our organization, ensuring all PWCS data remains private, secure, and high quality throughout its life cycle. Subsequently, high data quality will ensure data is accurate, consistent, and reliable.

PWCS will develop a unified data infrastructure that enables real-time collection, analysis, and reporting through advanced analytics tools and AI for data analysis, visualization, and machine learning. The new foundation will ensure that data is accessible, timely, and actionable across all departments and schools.

As a 2030 priority, PWCS will develop a robust data collection mechanism to assess school performance and needs accurately. We will coordinate division- and school-based services and resources based on need, and we will create a system for monitoring their implementation and impact. This will allow PWCS to strategically address identified challenges and barriers to student access and learning. In turn, this will help us improve student performance.

Stakeholder engagement will be central to this effort, ensuring that performance measures reflect the needs and expectations of both internal and external audiences. We will implement communication channels and feedback mechanisms, such as pilot projects, to continuously refine our data practices based on stakeholder input, which will promote transparency and responsiveness.



COMMITMENT 4:

Organizational Coherence

Values spotlight:



Innovation



Integrity



Resiliency

Objective 4.3

PWCS will **modernize** our core business and instructional **technology platforms** and improve our use of **AI**.

Theory of Action

If PWCS modernizes and continuously improves our core business and instructional technology platforms, then we will enhance operational efficiency, make timelier and more accurate financial and strategic decisions, and provide more effective tools and support for our staff. As a result, we will enable a more agile, transparent, responsive, and student-centered educational environment. This environment will align operational excellence with instructional outcomes, strengthen instructional delivery, and ensure all stakeholders benefit from improved services, data-informed decisions, and enriched learning experiences.

Overall Impact Goals



By 2030, 100% of core enterprise resource planning (ERP) systems will be modernized and integrated with approved AI capabilities.



Operational efficiency will improve by at least 20–30% in each optimized system.



Establish Centralized Project Management Resources

PWCS will establish centralized project management standards and supports to provide structured oversight, guidance, and resources aligned across all major initiatives. The project management standards will ensure that projects are delivered on time, within scope, and align with educational priorities. By promoting consistency, accountability, and strategic alignment, these resources will enhance both operational efficiency and instructional impact—supporting our goal of a responsive and effective school system.

Modernize Enterprise Resource Planning (ERP) Systems and Digitize Records

Modernizing our ERP system and digitizing records will streamline administrative processes, improve data accuracy, and optimize the use of resources. These upgrades will reduce manual workloads, increase transparency, and provide real-time access to critical information. This foundational efficiency will allow school leaders and educators to focus more on student outcomes, reinforcing the connection between operational excellence and instructional success. **By 2030, 100% of core systems (Human Capital Management, Finance, Budgeting, Facilities) will be modernized and integrated with approved AI capabilities. Operational efficiency will improve by at least 20–30% in each optimized system, based on measures like processing time, service resolution time, and data accuracy.**

PWCS will integrate AI tools to automate routine tasks and analyze large datasets to improve operations. Staff will receive targeted training to build AI fluency, ensuring they understand how to use the technology effectively and ethically. This initiative will drive smarter decision-making, improve responsiveness, and enhance customer service and operational efficiencies.

Optimize ROI Through Data-Driven Evaluation

To ensure the sustainability and impact of our modernization efforts, PWCS will implement data-driven strategies to evaluate and maximize the ROI of all software and instructional programs. By aligning investments with measurable outcomes, we will create a more efficient and effective educational environment that delivers lasting value to students, staff, and the broader community.

Implement a Technology Continuous Improvement Plan for Instruction

PWCS will implement a divisionwide Technology Continuous Improvement Plan for Instruction. This will ensure every student and staff member has access to one-to-one computing, supported by minimum service level agreements for device age and performance. The strategy will include ongoing upgrades to technology infrastructure to keep pace with evolving innovations in digital learning and equitable access. In turn, this approach will strengthen instructional delivery, enhance digital readiness, and ensure all learners and educators are equipped with reliable tools to thrive in a modern educational environment.

Implement an Operational Technology Continuous Improvement Plan for Security and Operations

To support safe, efficient, and responsive operations across the school division, PWCS will implement a divisionwide Operational Technology Continuous Improvement Plan to modernize and secure core operational and business systems. This will include deploying advanced security solutions, such as weapons detection technology, upgrading facilities management and HVAC systems for smarter energy use and reliability, and enhancing human resource platforms to streamline workforce management.

Enhance Operational Efficiency

PWCS will see a 20% reduction in processing time for HR, finance, and procurement workflows by fiscal year 2030. The division will also see a **30%** decrease in manual data entry tasks across departments. Additionally, **100% of administrative workflows will be digitized and a minimum of 75% will be automated by fiscal year 2030.**

Improve Accuracy and Timeliness of Financial and Strategic Decision-Making

By fiscal year 2030, at least 75% of PWCS departments and schools will actively monitor and manage their budgets using real-time financial dashboards, resulting in a 10% improvement in forecasting accuracy and a 15% reduction in mid-year budget adjustments. Monthly financial reports will be generated within five business days of month-end close, and 100% of strategic initiatives will be tracked through real-time dashboards by fiscal year 2030.

Provide More Effective Tools and Support for Educators and Staff

By fiscal year 2030, 75% of instructional staff will be trained in using AI-supported tools. We will also see a 10% improvement in instructional planning efficiency

measured by time saved or planning tool usage analytics. By 2029, PWCS will integrate AI and data literacy competencies into 100% of onboarding and annual professional learning programs. At least 80% of staff will report increased confidence in using data analytics and AI to support their daily work, measured annually.





COMMITMENT 4:

Organizational Coherence

Values spotlight:



Innovation



Resiliency



Well-Being

Objective 4.4

PWCS will increase employee engagement and retention while preparing to support the workforce of the future.

Theory of Action

If PWCS develops its job architecture to include a structured framework of well-defined competencies and consistently creates transparent career progression pathways for staff movement, then staff will experience greater clarity, growth, and mobility within the organization. This will lead to a minimum retention rate of 95% for classified, certified, and administrative staff, stronger student outcomes, improved financial and organizational efficiency, and a more resilient, future-ready workforce.

Overall Impact Goal



By 2030, PWCS will develop a comprehensive job architecture framework to include 100% of all job descriptions rewritten to include the framework components of job family, job level, job competencies, and career path options.



Develop a Comprehensive Job Architecture

At its core, job architecture is a structured framework that defines and organizes roles within an organization. It outlines job titles, responsibilities, required skills, and levels of accountability. By developing a comprehensive job architecture for PWCS, we will have a framework that ensures consistency in how roles are evaluated and compensated, promotes transparency, and supports equitable career progression. Key components of our job architecture will include clearly-defined classifications.

Define Clear Career Pathways

The Learning Policy Institute (2019) reports that 9% of teachers leaving the profession cited a lack of opportunities for advancement and leadership as their primary reason for leaving. Employees with a sense of autonomy and agency over their work lives are more likely to stay within PWCS even as their life and career goals change. To increase retention, PWCS will develop

a clear and cohesive system that shows pathways for advancement over time. We will also offer employees the training time to move along those pathways. We will provide clarity on roles, responsibilities, and competencies, and how they are aligned to our organization's strategic goals. Additionally, PWCS will provide a training infrastructure for upskilling/reskilling/cross-skilling. This will allow employees to move by coherently between job clusters, while bringing greater focus and agility to our organization.

To deliver on these goals by 2030, PWCS will procure a vendor contract for framework support, which will aid development of the job architecture and its supporting components (job families, job levels, job descriptions, career paths, etc.). Additionally, PWCS will develop a robust, differentiated professional development catalog tied to career pathways and supported by job shadowing and mentoring opportunities.



Glossary of Key Terms

The following list includes definitions of many key terms included in this strategic plan.

- **Access.** Providing students pathways, resources, and supports to equal and equitable opportunities during their full educational journey from preschool through grade 12, as well as in postsecondary education.
- **Advanced Placement (AP).** A program of courses developed by the College Board to give high school students an introduction to college-level classes. These courses are accompanied by exams that allow students to demonstrate mastery and potentially receive academic credit once enrolled in a two- or four-year college or university. (College Board, 2021)
- **Artificial Intelligence (AI).** A field of computer science focused on creating systems that can perform tasks typically done by humans, such as understanding language, recognizing images, making decisions, and solving problems. (PWCS.edu)
- **AR/VR.** Abbreviation for augmented reality/virtual reality.
- **Augmented Reality.** A technology that overlays digital information onto the real world. It is typically experienced using a smartphone or tablet camera, which captures the user's surroundings and adds digital elements to it in real-time. (Princeton Review, 2026)
- **Attendance Works.** A nonprofit organization that works with schools, districts, states, and community partners to address chronic absence by promoting early, supportive approaches that help students attend school regularly. (Attendance Works.org)
- **Authentic Learning.** Educational and instructional techniques that connect what students are taught in school to real-world issues, problems, and applications. (The Glossary of Education Reform, 2013)
- **Bilingual.** Describes a person fluent in two languages.
- **Biliterate.** Describes a person able to read and write proficiently in two different languages.
- **Building Automation Systems (BAS).** Automatic centralized control of a building's HVAC (heating, ventilation and air conditioning), electrical, lighting, shading, access control, security systems, and other interrelated systems.
- **Cambridge.** Cambridge International AS & A Level courses and exams prepare U.S. high school students with the knowledge and skills necessary for success in college and university. Rigorously developed to meet the highest standards, the Cambridge curriculum brings college-level work to students, typically in their last two years of high school. (Cambridge Assessment International Education, 2021)
- **Carnegie Unit.** The traditional foundational metric in education, measuring student engagement in terms of time spent learning a subject. In Virginia, the standard Carnegie unit of credit for graduation is based on a minimum of 140 clock hours of instruction. (PWCS), (Carnegie Foundation for the Advancement of Teaching)
- **Chronic Absenteeism.** Defined generally as a student missing 10% or more of school over the course of the school year for any reason, including excused and unexcused absences. (VDOE, 2026)
- **Climate (school climate).** The quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experience of school life. It reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. (National School Climate Center, 2021)

- **Cohort.** A group of students who begin a program at the same time and remain together throughout the duration of that program. An example of this is an on-time graduation cohort. (VDOE, 2021)
- **Culture (school culture).** The guiding beliefs and values evident in the way a school operates. School culture can be used to encompass all the attitudes, expected behaviors, and values that impact how the school operates. (Fullan, 2007)
- **Curricula.** The plural of “curriculum.”
- **Curriculum.** The lessons and academic content taught in a school or in a specific course or program.
- **Data-Driven.** Describes decisions and practices in education that are based on the collection and analysis of data, such as student performance, program outcomes, or instructional effectiveness, to inform teaching, learning, and resource allocation.
- **Data Literacy.** The practice of examining and understanding data to draw and communicate conclusions and make decisions. (Data Quality Campaign, 2014)
- **Digital Literacy.** The skills associated with using technology to find, evaluate, organize, create, and communicate information, as well as to develop digital citizenship and the responsible use of technology. (Museum and Library Services Act of 2010)
- **Diversity.** Values and respects differences of each individual person regardless of race, ethnicity, age, gender, ability, religion, sexual orientation, national origin, or political ideology.
- **Dual Enrollment.** A program in which a student is enrolled in both high school and college courses simultaneously.
- **Dual Language Immersion (DLI).** A program in which students study academic content in two languages. Students work on reading, writing, listening, and speaking in both languages throughout each year in the program. (PWCS)
- **Economically Disadvantaged.** A designation for any student who is eligible for free/reduced meals, whose family receives Temporary Assistance for Needy Families (TANF), or is eligible for Medicaid. (VDOE, 2026)
- **Education Equity.** Eliminating the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status or languages spoken at home. (VDOE, 2021)
- **Emerging Technologies.** New or rapidly developing digital tools and systems that have the potential to significantly impact teaching, learning, and educational practice, even if they are not yet widely adopted or fully understood. (Joshua Vidal, 2023)
- **Employability.** The combination of attributes, behaviors, and foundational skills that enable a person to gain, maintain, and succeed in employment. PWCS will assess employability based on Virginia’s 22 workplace readiness skills.
- **Energy Use Intensity (EUI).** The total amount of energy a building uses per square foot per year. This nationally recognized metric allows ensures fair comparisons across schools. (Energy Star)
- **English Learner.** A student whose first language is not English and needs additional resources and supports to fully participate in an English teaching and learning experience.
- **Environmental Literacy.** Having the knowledge, skills, and dispositions to solve problems and resolve issues individually and collectively that sustain ecological, economic, and social stability. (VDOE)
- **Environmental Literacy Plan (ELP).** A PWCS initiative informed by national research, outlining how students will develop skills for understanding and addressing environmental issues and practice personal and civic responsibility for environmental decisions. (PWCS)
- **Equitable Representation.** The identification and development of all students who are capable of high levels of achievement when compared to others of the same age, experience, environment, or cultural background. (VDOE)

- **Equity.** The fair and impartial provision of resources, access, and opportunities to all students based on their individual need regardless of race/ethnicity, socio-economic status, area of residence (rural locations), or sexual orientation. (Superintendent's Advisory Council for Equity, 2021)
- **Evidence-Based.** Concepts or strategies that are derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. (The Glossary of Education Reform, 2016)
- **Evidence-Based Reading and Writing.** One of two main parts of the SAT, evaluating a student's skills in reading comprehension, reasoning, grammar, language usage, expression of ideas, analyzing evidence, and interpreting and improving written passages. (Princeton Review) (The College Board)
- **Family Engagement.** Shared responsibility between schools and families. This type of partnership allows families to be met where they are and authentically engage as key decision-makers and champions of their student's success. (NAFSCE, 2021)
- **Fiscal Year (FY).** A 12-month accounting period used by governments and organizations for budgeting, financial reporting, and planning. For PWCS, the fiscal year runs from July 1 through June 30 of the following year and is used to manage and report school division revenues and expenditures.
- **Global Learning.** An approach to learning that helps students understand how people, cultures, and systems around the world are connected, how those connections affect daily life, and how to work respectfully with others to address shared challenges.
- **High-Quality Work-Based Learning (HQWBL).** A school-coordinated experience within the workforce that allows students to engage with industry professionals and apply their coursework learning to a real-world setting. PWCS coordinates these experiences in partnership with local businesses and organizations. (VDOE), (PWCS)
- **Inclusive School Communities.** Environments where all students, educators, and families feel supported and are extended a sense of belonging regardless of race, ethnicity, gender, identity, learning preferences, socio-economic status, or education. (VDOE)
- **Indoor Air Quality (IAQ).** The condition of the air inside school buildings as it affects the health, comfort, and ability of students and staff to learn and work. IAQ thresholds include CO₂, temperature, and humidity.
- **Indoor Environmental Quality (IEQ).** The physical conditions inside a building, such as air quality, lighting, acoustics, and thermal comfort.
- **Instructional Core.** Includes three related components: teachers' knowledge and skill, students' engagement in their own learning, and rigorous content. (Elmore, 2004)
- **International Baccalaureate (IB).** An intense high school program which provides a rigorous curriculum to students in grades 11 and 12 that emphasizes intercultural understanding and enrichment. It culminates in six rigorous subject exams. (International Baccalaureate, 2021)
- **Investment-Grade Audits.** A detailed assessment of how a school uses energy, including systems like heating, cooling, and lighting. The audit identifies practical ways to reduce energy use and costs and provides reliable estimates to help schools decide which energy upgrades to invest in and how to pay for them.
- **Life-Cycle Cost Analysis (LCCA).** An approach that considers all costs associated with a system over its full life span, including initial purchase, operation, maintenance, replacement, disposal, and energy use. This approach supports more accurate HVAC renovation estimates and helps ensure adequate funding is planned for each project.
- **Multi-Tiered System of Supports.** An adaptive and responsive framework that helps schools identify and provide targeted supports for students who are struggling academically and/or behaviorally. (PWCS.edu)

- **Pass/Advanced Rate.** The percentage of students who achieve the highest performance level on the Virginia Standards of Learning (SOL) tests, demonstrating advanced proficiency in a subject. (VDOE)
- **Postsecondary Opportunities.** Options beyond high school graduation that include college, university, technical school, career, or military experiences.
- **Professional Development.** Specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence, skill, and effectiveness. (The Glossary of Education Reform, 2013)
- **Profile of a Leader.** A framework that defines the values, behaviors, and expectations for leaders across PWCS. It serves as the foundation for leadership development, hiring, and evaluation, helping ensure a consistent, inclusive, and high-impact leadership culture at all administrative levels. (PWCS)
- **Project-Based Learning (PBL).** A teaching method that allows students to learn concepts and skills by working together on real world projects. (Structural Learning, 2025)
- **Research-Based.** Practices that were developed based on the best research available in the field. This means that users can feel confident that the strategies and activities included in the program or practice have a strong scientific basis for their use.
- **Resource Equity.** The allocation and use of people, time, and money to create student experiences that enable all children to reach empowering and rigorous learning outcomes. (ERS, 2018)
- **Restorative Practices.** An emerging social science that studies how to strengthen relationships between individuals as well as social connections with communities. Restorative practice interventions may involve one of several possible approaches including community conferencing, community service, the circle process, preventative and post-conflict resolution programs, and/or peer mediation and social-emotional learning. (International Institute for Restorative Practices (IIRP) and the Schott Foundation for Public Education)
- **Rigorous.** Describes instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. (The Glossary of Education Reform, 2015)
- **SAT.** Scholastic Assessment Test, also known as a college entrance exam. (College Board, 2021)
- **School Community.** A general sense of belonging and respect amongst a group of individuals. (VDOE, 2021)
- **School Year.** The annual period during which a school provides instruction and educational services to students, typically beginning in late summer or early fall and ending in late spring or early summer. In Virginia public schools, the school year includes the required number of instructional days established by the Virginia Department of Education. (VDOE)
- **Social-Emotional Learning (SEL).** The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities; manage emotions and achieve personal and collective goals; feel and show empathy for others; establish and maintain supportive relationships; and make responsible and caring decisions. (CASEL)
- **Standards of Learning (SOL).** Describes Virginia's expectations for student learning and achievement in grades K–12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education and driver education. (VDOE, 2021)
- **Science, Technology, Engineering, and Math (STEM).** An educational focus that integrates science, technology, engineering, and mathematics to help students develop foundational content knowledge and problem-solving skills, enabling them to understand and apply these interrelated fields to real-world challenges and become STEM-literate citizens. (VDOE, 2026)
- **Sustainability.** Causing little or no damage to the environment, resulting in the ability to continue for a long time. (Cambridge Dictionary)
- **Targeted Students.** Students who need additional resources to support their academic success.

- **Transition.** The three major transitional points in the public-education system: when students move from elementary school to middle school, from middle school to high school, and from high school to college. (The Glossary of Education Reform, 2013)
- **Underrepresented Student Groups.** Refers to student groups who lack representation within a course, program, or opportunity.
- **VDOE.** Virginia Department of Education.
- **Virginia's 22 Workplace Readiness Skills.** The core skills that Virginia employers and educators have identified as essential for successful employment and that are embedded in the state's Career and Technical Education framework and assessment. (Virginia CTE Resource Center)
- **Virtual Reality.** A computer-generated simulation of a three-dimensional environment that can be interacted with in a seemingly real or physical way. It is typically experienced through the use of a VR headset, which tracks the user's movements and adjusts the display accordingly to create an immersive experience. (Princeton Review, 2026)
- **Work-Based Learning (WBL).** Opportunities for authentic, on-the-job learning that help students build the skills and experience needed to succeed in high-demand career fields. Work-based learning experiences typically fall into three categories: career awareness, career exploration, and career preparation. (PWCS)
- **"You Belong Here."** PWCS' hiring initiative to clarify and standardize job descriptions and align our selection protocols to attract candidates who reflect the diversity and excellence of our community. (PWCS)



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