PWCS VISION 2025
LAUNCHING THRIVING FUTURES

STRATEGIC PLAN

Adopted February 2, 2022

PWCS
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
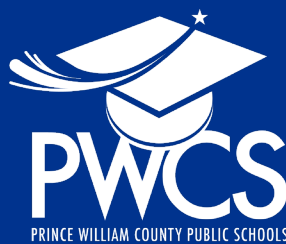
Dear PWCS Families, Employees, and Community,

It is our collective vision that 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. It is not enough to simply graduate students on time with a base-line knowledge affirmed by standards of learning, we must measure ourselves against the success of our students beyond graduation and their ability to have a successful life in which they thrive as well-rounded global citizens.

We believe that access to high-quality education is every child's fundamental right. Every student must be met with high expectations in spaces that affirm their identity and foster student agency and ownership of their learning. This requires shared ownership of a Division-wide culture of instructional excellence.

We know this is possible if our school administrators are supported as instructional leaders where time is protected to focus on improving the academic core. It is also critical that teachers have access to a professional learning community that values their professional expertise to achieve excellence in education.

Additionally, if we hope to achieve this vision, all PWCS schools must be welcoming, nurturing learning environments where all students feel safe and supported mentally, physically, and emotionally. Classrooms should serve as mirrors and windows, allowing students to see themselves, their cultures, and rich history as well as the world around them.

Students and schools will only be successful through authentic engagement with family and community as partners in education. We must be open, honest, and build trust with our students, families, educators, and community by providing them with important and timely information, transparent communication, and by leveraging their voices to continuously improve as a school division.

The pandemic proved to be an unprecedented challenge to education. The resiliency of our students, staff, and families in overcoming the difficulties of the ongoing pandemic was remarkable. It is clear that the collective strength of our entire community, when applied to the achievement of this four-year vision, will ensure we will "Launch Thriving Futures" for every student.

Sincerely,

LaTanya D. McDade, Ed.D.
Superintendent

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Introduction

Prince William County Public Schools (PWCS) is the second largest School Division in Virginia. With 2021-22 student enrollment over 89,000, PWCS is the 34th largest school district in the nation, encompassing a wide-ranging demographic foundation. We boast an impressive diversity of pupils--10% Asian, 20% Black, 36% Hispanic, 28% White, and 6% with other backgrounds. In addition, 26% of students are English Learners, 47% are economically disadvantaged, and 13% of students have an IEP.

PWCS Full Time Student Enrollment by Ethnicity (Fall 2021 Data)

● Hispanic ● White ● Black ○ Asian ● Other
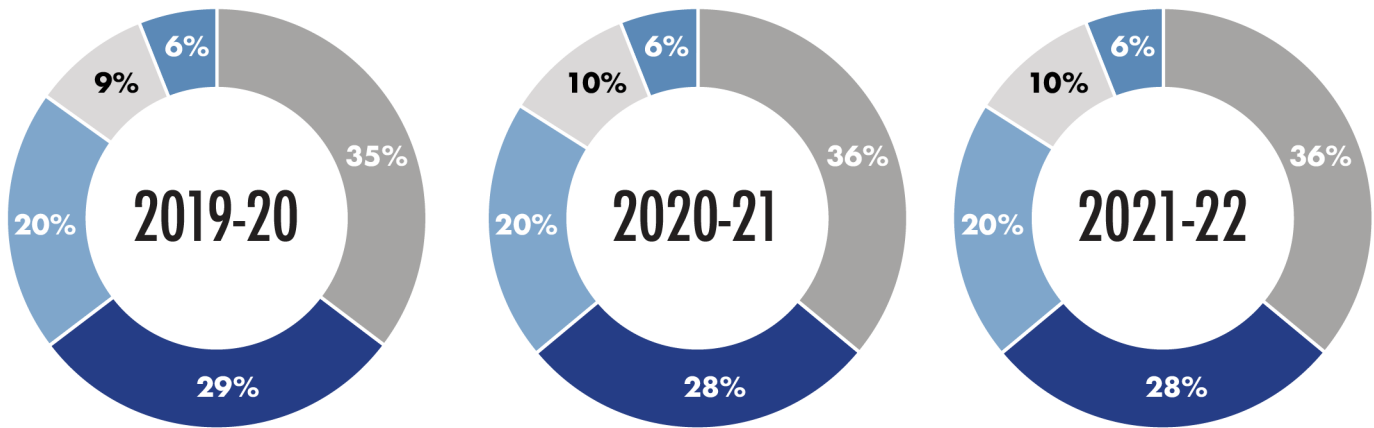
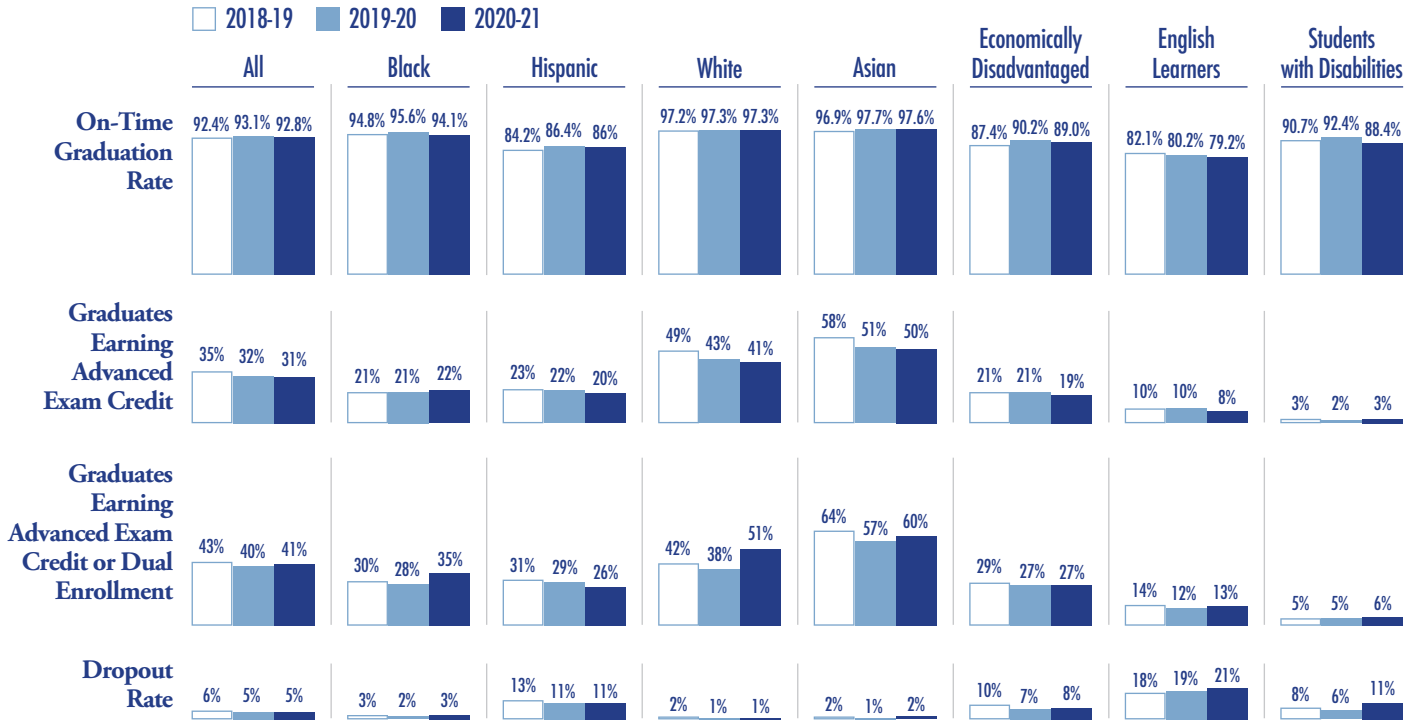Note: Percentages in the above pie charts have been rounded.

Demographics and Cost Per Pupil (Fall 2020 Data)

	Fall 2020 Count	Black	Hispanic	White	Asian	Econ. Disadv.	English Learners	Students with Disabilities	Cost Per Pupil
STATE	1,252,992	22.1%	17.5%	46.3%	7.4%	41.0%	12.8%	13.4%	
Prince William	89,577	20.3%	35.7%	28.0%	9.7%	39.7%	27.7%	12.8%	$12,327
Alexandria	15,846	25.8%	37.1%	27.9%	5.5%	36.8%	40.1%	10.8%	$18,147
Arlington	26,833	10.3%	28.9%	44.0%	8.9%	22.7%	25.5%	14.1%	$19,581
Fairfax	180,076	10.0%	27.1%	36.8%	19.8%	27.8%	26.8%	14.4%	$16,505
Loudoun	81,326	7.1%	18.3%	43.9%	24.4%	21.3%	18.1%	11.4%	$15,214
Manassas	7,607	9.4%	68.3%	13.3%	3.6%	48.2%	47.1%	11.8%	$13,705
Manassas Park	3,500	8.3%	66.9%	13.1%	5.8%	60.1%	47.2%	13.3%	$12,057

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Current Performance Data

Legend: ☐ 2018-19 ▨ 2019-20 ▨ 2020-21

	All	Black	Hispanic	White	Asian	Economically Disadvantaged	English Learners	Students with Disabilities
On-Time Graduation Rate	92.4% / 93.1% / 92.8%	94.8% / 95.6% / 94.1%	84.2% / 86.4% / 86%	97.2% / 97.3% / 97.3%	96.9% / 97.7% / 97.6%	87.4% / 90.2% / 89.0%	82.1% / 80.2% / 79.2%	90.7% / 92.4% / 88.4%
Graduates Earning Advanced Exam Credit	35% / 32% / 31%	21% / 21% / 22%	23% / 22% / 20%	49% / 43% / 41%	58% / 51% / 50%	21% / 21% / 19%	10% / 10% / 8%	3% / 2% / 3%
Graduates Earning Advanced Exam Credit or Dual Enrollment	43% / 40% / 41%	30% / 28% / 35%	31% / 29% / 26%	42% / 38% / 51%	64% / 57% / 60%	29% / 27% / 27%	14% / 12% / 13%	5% / 5% / 6%
Dropout Rate	6% / 5% / 5%	3% / 2% / 3%	13% / 11% / 11%	2% / 1% / 1%	2% / 1% / 2%	10% / 7% / 8%	18% / 19% / 21%	8% / 6% / 11%

Legend: ▨ Reading ▨ Mathematics

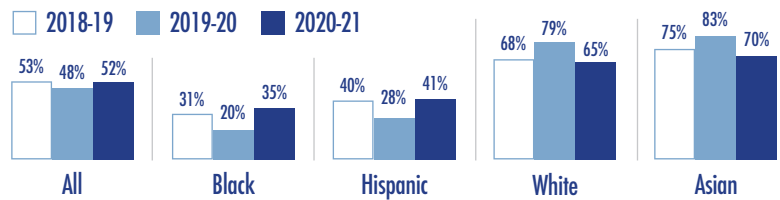|	All	Black	Hispanic	White	Asian	Economically Disadvantaged	English Learners	Students with Disabilities
SOL Pass Rates (2019*) Reading	79%	76%	69%	89%	87%	68%	39%	53%
SOL Pass Rates (2019*) Mathematics	83%	78%	76%	90%	92%	74%	61%	57%

* SOL Pass Rates from 2019 were used as the baseline for the Strategic Plan since testing did not occur in 2020 and since so many students did not test in 2021.

SAT Total Scores

	2018-19	2019-20	2020-21
All	1105	1095	1097
Black	1014	1015	1025
Hispanic	1054	1048	1046
White	1165	1150	1148
Asian	1191	1154	1176

Students Meeting SAT College Readiness Benchmarks
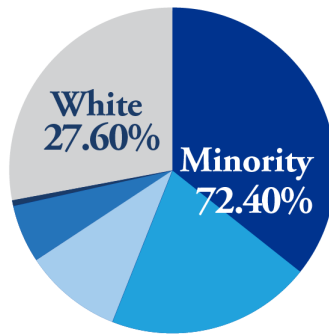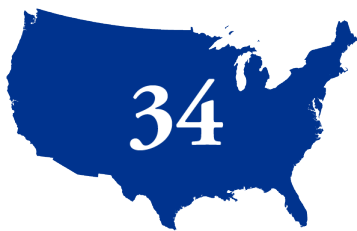(in English, Reading/Writing and Mathematics)

Legend: ☐ 2018-19 ▨ 2019-20 ▨ 2020-21

	All	Black	Hispanic	White	Asian
2018-19	53%	31%	40%	68%	75%
2019-20	48%	20%	28%	79%	83%
2020-21	52%	35%	41%	65%	70%

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Fast Facts

PWCS Demographics

Rank for School Division size:

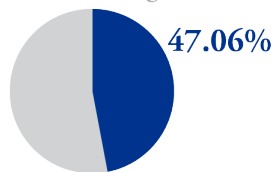**VIRGINIA**

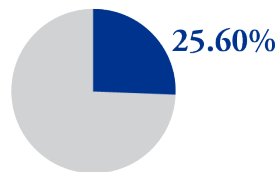**2**

NATIONAL

34

White 27.60%

Minority 72.40%

Minority breakdown
- Hispanic/Latino of any race **36.19%**
- Black or African American **19.79%**
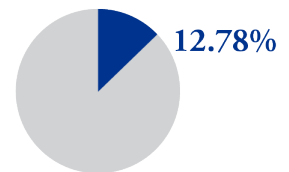- Asian **10.02%**
- Two or more races **6.03%**
- Other **0.37%**

Economically Disadvantaged **47.06%**

English Learners **25.60%**

Students with Disabilities **12.78%**

SOL proficiency (all students, 2018-19)

Reading	79%
Mathematics	83%

89,468 Students

12,138 Employees

6,541 Teachers

1097 2021 SAT total mean score

1107 Summa Cum Laude graduates

92.8% 2020-21 on-time graduation rate

$64M Earned in scholarships by the class of 2021

41% Graduates earning advanced exam credit or dual enrollment credit

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Background/Process

Prince William County Public Schools (PWCS) last established a new Strategic Plan in 2015, to cover the 2016-2020 school years. This plan, described as a "20/20 Vision for a World-Class Education," included five main goals and a vision for our graduates. Work on the development of the new Strategic Plan began in 2019.

Principals reflected in spring 2019 upon the existing strategic plan goals, identified new directions, and pinpointed key outcomes. Input was gathered in multiple ways from groups including school-based staff, central office staff, parents, business and community members, and students, with the intent of identifying shared values and key commitments.

All stakeholder groups identified wanting equitable opportunities for all students, at all schools. Teachers identified a focus on equity as a core value. They want interdisciplinary approaches to obtain shared accountability and consistent communication. Teachers believe in a commitment to Family and Community Engagement, leading to learning and achievement for all students.

Parents and school-based leaders equally expressed a desire for a commitment to customer service, transparent communication, and an academic focus on integrity and safety. Principals suggested clearly defining equity while increasing emphasis on personal responsibility.

The community declared a desire for a commitment to integrity and safety. The community also stressed interest in further investment and support for building zero-energy facilities with sustainable energy practices.

The input was developed into a new plan concept which was shared with Board members in December 2019 and broad public input was gathered through an online public comment site. In February 2020, PWCS leadership reviewed the results of the public comment site and stakeholder input, specifically focusing on the vision, mission, prioritized values, and key outcomes.

However, on March 13, 2020, school buildings in Virginia were closed due to the COVID-19 pandemic, and per the Governor's Order, remained closed for the duration of the 2019-20 school year. The Division had to pivot in many ways including developing a plan to return to learning and implementing a newly defined focus on safety and mitigation so students at all grade levels could return to school buildings in spring 2021. As a result, the School Board voted to delay the adoption of a new Strategic Plan. School Board members provided individual input in early 2021 on the commitments and key indicators of success.

The School Board communicated a desire for additional support to meet the needs of all learners, while promoting a culture of inclusivity. They wish to create more opportunities for EL family involvement in decisions and planning. The Board articulated a need to marshal additional resources and create a tracking system for graduates to identify post-graduation successes. Also important is an expansion and support of pre-school programs, in addition to partnerships with community businesses and county services. The Board is steadfast in their commitment to recruit and retain high quality staff in PWCS schools and offices.

The vision, mission, values, and commitments included in this Strategic Plan reflect a collective vision for the future of PWCS. The Profile of a Graduate provides a clear picture of the qualities each graduate should possess based on the knowledge and skills developed through the PWCS experience. The goals and strategies in the Strategic Plan provide the targets and roadmap for achieving this vision. A glossary of key terms used in the Strategic Plan is included at the end of the document, along with a research bibliography.
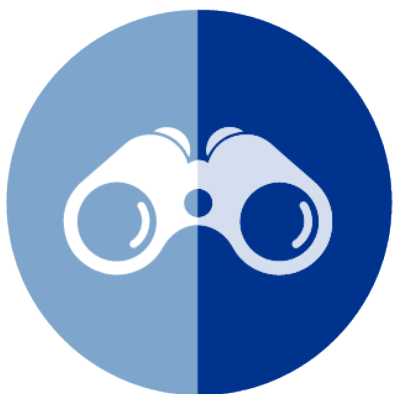
Vision

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

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

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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 through effective interpersonal relationships, dependability, and doing the right thing in all circumstances, even if no one is watching.

Resiliency
We believe in the process of adapting well in the face of adversity, solving problems, and coping with change and challenges.

Well-being
We take responsibility for the well-being of students' physical and mental health, and take measures to help students, families, and employees feel supported and protected, in order to 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:
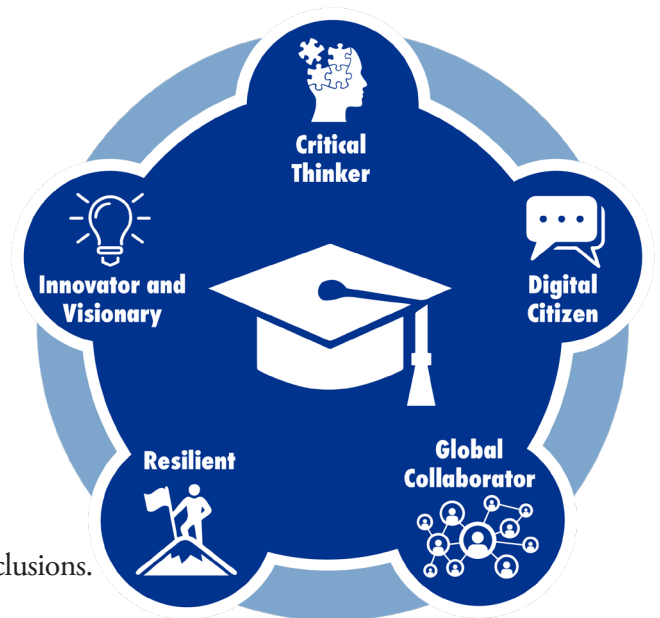
Critical Thinker

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 ethically and safely 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 solving 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 life-long 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 sustainability and responsible environmental innovative practices.

Resilient

Persona:
A resilient person feels confident in their ability to manage their own lives and manage setbacks that may occur. A resilient person has the skills to overcome 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 citizens of their county, country and of the world. They value different perspectives and viewpoints and work in collaboration with others. They view diversity as a strength and seek first to understand, then be understood.

Behaviors:
- ▶ Acknowledges the importance and seeks out the value 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 online.

Our Commitments

From the beginning, this Strategic Plan was built around key themes, which have been refined into the commitments PWCS is making to all students, families, and the community.

1 **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 prepare all students for **post-secondary education** and **the workforce**.
- ▶ PWCS will prepare all staff members to support and challenge **all** students.

2 **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 which fosters **inclusivity**, **connectedness**, and encourages social and emotional **wellness** for all.
- ▶ PWCS students and staff will feel **supported** and have a strong sense of **belonging**.
- ▶ PWCS facilities will be **welcoming**, **safe**, and **sustainable**.

3 **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 academic progress.
- ▶ PWCS will work collaboratively with community agencies and **business partners** to support strategic initiatives.
- ▶ PWCS will ensure honest, transparent, and two-way communication with **families**, **schools**, and the **community** to foster trusting relationships.

4 **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 create **systemic** structures for strong cycles of continuous improvement.
- ▶ PWCS will remove barriers to communication to **facilitate collaboration** across offices, schools, and families in the spirit of customer service.
- ▶ PWCS will ensure that our **strategic priorities** are **driving** our investments.
- ▶ PWCS will work toward **convergence**, operating as a unified school system with shared accountability for school and Division goals.

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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. We plan to initiate meaningful and quantifiable change in our approach to training staff, supporting students at all levels, and forging stronger bonds within the corporate and local community and our families, in keeping with each of our identified values. Teachers will be empowered with improved technology, centralized Division support, and a curriculum platform built on unified curricula tracking and textbooks/learning materials, more/improved standardized grading and attendance tracking, and professional skill enhancement offerings.

To support academic excellence for all, students will be taught at, and elevated to, the levels both expected of and equal to their capabilities. Students with diverse learning needs will encounter new creative academic formats and supportive networks. Students will have expanded access to challenging options to prepare them for life after high school. Students at all levels will benefit from intensive and motivating tutoring, extended learning opportunities, social-emotional supports, and family involvement initiatives that will enhance each student's feeling of social/emotional well-being and positive academic outlook.

Families will be encouraged to continue to support and become more engaged in their student's school endeavors. **Interactive gatherings, immediate communications, and listening/thought sharing sessions will expand. PWCS families will become an extended level of support, understanding, and resource for our students.**

Through intentional school partnerships, business and community agencies will become stronger partners in the educational experience; they will also benefit from valuable interactions with students through work-based learning, internships, and targeted career experience opportunities. These partnerships are essential to forging the bonds between students, teachers, educational leaders, and families—they will collaboratively determine how skills best transfer from the classroom toward higher education, the office or workspace, and our greater community.

Finally, PWCS commits to moving toward organizational coherence so that students, families, staff, and the community truly see PWCS as one unified school system, rather than a collection, or system, of individual schools. Aligning the strategic and continuous improvement efforts of all schools and departments, providing excellent customer service, removing communication barriers, and ensuring that the PWCS budget is driven by the priorities identified in this Strategic Plan are all ways PWCS will elevate the educational experience for all stakeholders.

PWCS schools, as a foundation for our community, will continue to prepare students to be the citizens and leaders of tomorrow who will create thriving futures for themselves and their communities. The goals set forth under each commitment are aspirational goals to achieve by 2025. The strategies lay out the trajectory for the journey to achieve those goals through the manifestation of our core values of excellence, integrity and equity. In the sections that follow, the goals and strategies for each commitment objective are detailed. At the start of each objective, the core values most embodied through that objective are highlighted.

1 Learning and Achievement for All

Values Spotlight

Objective 1.1:

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

Theory of Action

If all schools have high expectations and engage students through universal design for learning and rigorous problem/project-based learning, then every student will have the knowledge, skills, critical thinking, and digital tools needed to fully access advanced opportunities leading to higher levels of academic achievement.

EQUITABLE ACCESS DATA

As of 2021, 100% of PWCS schools are accredited by VDOE.

2019 overall pass rates

STANDARDS OF LEARNING (SOL)

- Reading **79%**
- Math **83%**

ENGLISH LEARNERS

- Reading **39%**
- Math **61%**

STUDENTS WITH DISABILITIES

- Reading **53%**
- Math **57%**

70% Elementary students reading on grade level, 2021

52% Graduating seniors meeting SAT College Readiness Benchmarks, 2021

Amplifying student voices:

▶ Student Senate established in 2019 with representatives from all high schools; and

▶ Student School Board representative position established in 2019.

As a School Division, PWCS believes we must provide all students with access to equitable experiences and opportunities ensuring success for all students. Research indicates that if a district provides all students with equitable access to programs, course offerings, and high-quality teachers, and applies disciplinary policies equitably, then achievement gaps narrow, attendance and engagement increase, and all students experience more successful outcomes.

Currently, all schools in PWCS are accredited by the Virginia Department of Education. In 2019, 79% of students passed Virginia Standards of Learning (SOL) tests in reading, and 83% passed the SOL tests in mathematics. The 2019 reading pass rates for economically disadvantaged students, English Learners, and students with disabilities demonstrate that significant achievement gaps still exist.

Mathematics rates show similar disparities as economically disadvantaged students, English Learners, and students with disabilities pass at significantly lower rates than the Division average. This demonstrates outcomes that are not equitable for our students. Pass advanced rates on the SOL tests have been less than 25% in most subject areas.

Since March 2020, students, families, employees, and our entire community have been profoundly affected by the COVID-19 pandemic. Factors brought on by the pandemic have increased gaps in both student achievement and opportunity from elementary through high school. These disparities must and will be addressed.
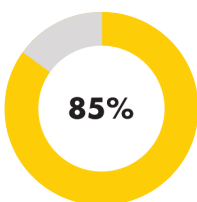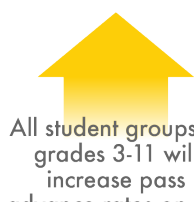
100%

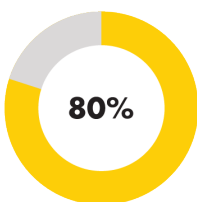of PWCS schools will be accredited by the Virginia Department of Education
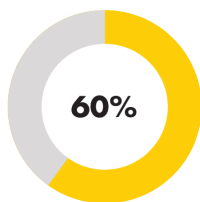
60%

of PWCS graduates will meet SAT college readiness benchmarks in reading and math

85%

of students in grades 3-8 will pass reading and math SOL tests

All student groups in grades 3-11 will increase pass advance rates on the reading, math, and science SOL tests by 10 percentage points

80%

of elementary students will be reading on grade level by grade three

100%

of secondary schools will have an established Student Voice Committee

10%

Decrease in dropout rates for targeted student populations – students with disabilities and English Learners

The Instructional Core

STUDENT
Engagement

TASK
What Students are Actually Doing

TEACHER
Knowledge & Skill

CONTENT
Rigor & Relevance

Focus on the integrity of the instructional core.

The instructional core consists of the teacher (knowledge and skills), the *student* (engagement), and the course content/curriculum (rigor and relevance) encompassing the task that students are doing all centrally placed as three cornerstones.

Research demonstrates that the task predicts the performance of the student in the subject area the student is learning. This means that the task in which students are engaged must align with the content learning standard (including the level of cognitive demand of that standard).
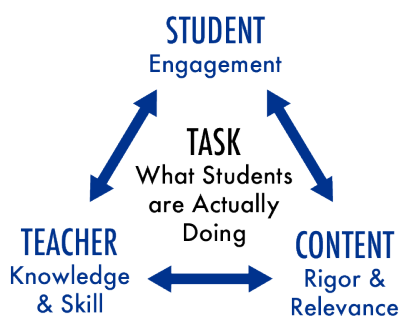
As part of our commitment to academic excellence for all student groups, PWCS will focus Division-wide on the implementation and fidelity of the **Instructional Core for continuous improvement**. PWCS is committed to continuously enhancing educator knowledge and skills needed to support the full range of learners by providing multiple means of engagement, representation, action, and expression of learning. By focusing on enhancing and improving the Instructional Core, students in PWCS will be exposed to challenging and rigorous content. The Instructional Core must be at the center of monitoring and feedback for continuous improvement in teaching and learning.

PWCS will ensure integrity to the teaching and learning process for 100% of students by focusing on the Instructional Core in all classrooms. All school-based administrators will be trained in how to conduct Instructional Rounds, a process through which groups of educators observe instruction and collaboratively analyze those observations with a focus on improving instruction. **The Instructional Rounds** training explicitly focuses on the Instructional Core components and will be normed to ensure consistency in the process across schools. These unified efforts will allow for monitoring of the integrity of teaching and learning occurring at all schools.

High Quality, Culturally Relevant Curriculum
Guarantee equitable access to rigorous, high-quality, culturally relevant curriculum for all students.

All students deserve access to high-quality curriculum in all subject areas. PWCS is committed to elevating the standards for students in all schools, Division-wide. All PWCS educators receive high-quality curriculum frameworks, resources, and planning opportunities centered on best practices and collaboration. This commitment provides every student with access to a rigorous curriculum and high-quality instructional materials that tightly align to state standards, challenging all students to achieve their full potential. With over 700 courses and more than 7,000 units of study available to PWCS educators, students will have access to learning experiences designed around a rigorous, locally developed curriculum that is grounded in the Virginia Standards of Learning and enhanced with high-quality instructional materials, aligned learning tasks, with multiple and varied opportunities for engagement, representation, action, and expression of learning. Educators can access these experiences and deliver them to students through the online learning management software platform, Canvas.

Multi-Tiered System of Supports (MTSS)

PWCS will implement coherent, articulated, aligned, culturally responsive instructional practices and learning pathways across all grade levels and content areas, focusing on improving the academic progress of English Learners and students with disabilities. PWCS will implement multi-tiered systems of support (MTSS), including consistent, ongoing progress monitoring for identified students in need of additional interventions at all schools. MTSS is a framework that helps schools identify and provide targeted support to students who are struggling academically and/or behaviorally. Nationally, 90% of referrals to intervention teams are due to concerns related to reading and behavior. **By 2024-25, PWCS will develop common expectations for the implementation of MTSS and provide training to all staff to ensure the framework is implemented consistently.**

By 2023-24, all teachers, assistant principals, and principals, will have participated in professional learning targeted toward identification and support of students struggling with behavior and/or reading to include students with Dyslexia. The Dyslexia Advisor collaborates with all staff in promoting the awareness, best practices for struggling readers, and professional learning for students K-12. A key component of MTSS is frequent progress monitoring. **All students will participate in universal screening and early Dyslexia screening. Students identified as struggling will be progress monitored in reading, mathematics, and/or behavior, depending on identified student need, on a weekly basis.**

Highlighting Curriculum Areas

Early Literacy and Early Childhood Education:
Serving our most vulnerable students in Head Start and the Virginia Preschool Initiative (VPI) provides intensive resources to create a system of educational and family support to ensure a successful start to their educational career. Currently, approximately 1000 students participate in the PWCS Head Start and VPI programs. **To expand these efforts, PWCS will add three additional preschool classes each year to serve an additional 200 students and their families.** Improving access to high-quality preschool services will improve school readiness and early literacy rates, especially among the most vulnerable students in our community and honors our commitment to promoting education equity. Early Childhood Special Education programs serve approximately 700 students, with a focus on communication and developmental standards. During the 2021-22 school year, PWCS added nine early childhood special education programs. By 2023-24, all preschool students with disabilities will be progress monitored for readiness skills, including social emotional, literacy, and math.

English/Language Arts:
PWCS adopted new English/Language Arts curriculum materials for the 2021-22 school year. As part of the PWCS commitment to equity for every student in every school, each site will be provided with consistent, high-quality resources for literacy instruction. Additionally, a robust selection of advanced reading text will be provided to support teaching in advanced academic literature courses (such as IB, Cambridge, and AP). This consistent integration of the new instructional materials will be incorporated into the Division's curriculum units of study. The deployment of these high-quality instructional materials will be supported by professional learning opportunities for staff.

Student learning will promote metacognitive thinking and students will demonstrate their learning of reading, writing, and math skills. Students will be able to decode, comprehend, and think critically about a variety of diverse, relevant, and authentic texts and media. Students will be able to read, write, and conduct research to support and enhance their critical thinking, communication, creativity, collaboration, and citizenship.

Mathematics:
The Virginia Department of Education (VDOE) and the Virginia Board of Education recognize the needs for students to become thinkers and doers of mathematics and defined "Mathematical Process Goals for Students" to articulate expectations for students to build problem-solving and mathematical communications skills. PWCS has been working to enhance mathematics teaching and learning beyond traditional and procedural methods. Professional learning and coaching are focused on teachers consistently providing students with experiences and opportunities which allow them to develop and apply their problem-solving and mathematical communication skills. These important skills enable students to build positive mathematical identity and agency, which often translates to students having more confidence to pursue enrichment opportunities and advanced mathematics and STEM pathways.

Traditional K-12 mathematics study has focused on computational fluency and some forms of conceptual understanding. The rapid changes in technology in the information age require greater problem-solving capabilities, data analysis, and clear communication skills in addition to those traditional areas of focus. PWCS provides mathematics learning experiences that build a foundational understanding of basic concepts such as number sense, patterns, and computation while ensuring students have essential skills to efficiently and accurately solve problems in flexible ways that grow in complexity over time. Students apply their learning to real-world situations and communicate the processes and solutions they develop mathematically to others.

The PWCS Profile of a Graduate speaks to a quality of critical thinking, defining this as the ability to apply "knowledge to everyday life situations to make independent decisions." Our students will move beyond simply computing to thinking through complex problems using various math concepts as a

way of understanding the world today. Few challenges provide us with problems that are solved within a single strand of mathematics. Nearly every field of study requires students to analyze data and evaluate information to develop solutions to emerging challenges and opportunities that can be improved through mathematics. When students can communicate their understanding of problems and the mathematical skills used to solve them, they grow in confidence and influence. In solving authentic problems, students can build their mathematical identity and agency, seeing themselves as capable mathematicians able to shape their futures in positive and empowering ways.

In all PWCS schools, students learn how to think critically, analytically, and quantitatively. Students will be challenged to solve novel, relevant, real-world situations using mathematics to promote mathematical literacy. They will learn that mathematics is iterative, and multiple problem-solving strategies must be investigated. Problem-solving and the analytical discourse of mathematics topics will form the foundation in every mathematics classroom in PWCS. **By 2024-25, 85% of students will pass their mathematics Standards of Learning tests. The pass-advanced rate will increase by ten percentage points during that same time.** This goal will be accomplished by using Division-wide adopted textbooks and core materials to include manipulatives, the development and use of an identified PWCS universal problem-solving process, the consistent use of mathematical models, and varied strategies with application to real-world problems. Pathways toward acceleration will continue by expanding opportunities to access algebra and geometry coursework in all middle schools.

Science: The COVID-19 pandemic delayed both the full implementation of the 2018 Science Standards of Learning and the SOL assessment to the 2022-23 school year. Unlike the earlier state standards, the new standards focus on the development of conceptual understanding and analytical reasoning. The standards were structured to support a) addition of engineering practices; (b) integration of Scientific and Engineering Practices (SEP) within disciplinary core standards; and (c) emphasis on the nature of science versus specific scientists or events and terminology. To date, teaching and learning in science have aligned with the 2010 Virginia SOL, which did not include engineering practices. Scientific inquiry was a standalone reporting category, with the focus of instruction placed primarily on memorization and recall of specific facts at the expense of developing enduring understandings of the nature of science and the crosscutting concepts.

By focusing on the authentic use of the scientific method, and the use of engineering principles in problem-solving, students will rise to meet the challenges of an ever-changing society in an ethical manner, consistent with the values of our community. **By 2025, PWCS will increase by at least 5% a) the number of students taking part in the Virginia Junior Academy of Science Symposium, b) regional, state, and international science and engineering fairs, and c) Biology**

and Chemistry Olympiads. PWCS will create a local system for formally judging whether interested students have met the criteria for the new Governor's Seal for Excellence in Science and the Environment. **PWCS will have qualified applicants representing all thirteen high schools in the Division applying for and earning the new Governor's Seal for Excellence in Science and the Environment.**

To date, instructional materials (textbooks, supplemental resources for hands-on scientific inquiry, and educational software licenses) have been purchased individually by schools rather than on a centralized basis. Over the next four years, **PWCS will support students with the centralized purchase and consistent implementation of common textbooks and core materials, hands-on manipulatives, and software applications in all schools.** Additionally, the fidelity of implementation will be supported through content-specific professional development for all teachers of science and their supervising administrators **using a Division K-12 STEM coach. Additionally, a STEM Center will be developed as a Division-wide resource for advancing hands-on opportunities for students and professional development for instructional staff.**

History and Social Sciences: To become productive citizens, all students must have equal access to high-quality instruction and resources to support their learning. Historical thinking is at the center of high-level instruction and assessment and must be prevalent in every lesson every day for students to achieve high-level academic success. Educational programs must prepare students for future success in their career goals, family life, and civic life. For our students to have happy, successful, and thriving futures, they must have the skills and knowledge to achieve their goals in a global world. The Division will continue to improve all History and Social Science (HSS) Canvas modules, K-12, with emphasis on the integrity of the Instructional Core. This will include tight alignment of student tasks to the content and cognitive level of each standard, priority prerequisite knowledge and skills, along with enduring understandings/power standards, which will guarantee equitable access to rigorous, high-quality, culturally relevant curriculum for all students. Classroom instruction will include high-quality lessons that focus on engaging students in historical thinking and analysis of authentic and culturally relevant tasks.

Students will engage in student representation activities, applying what they learn in the civics curriculum in the classroom and throughout the school. Student agency and voice must be amplified to create connections with school communities. Creating avenues for amplified student voice will connect students to the school experience and the rewards of school completion. PWCS commits to establishing pathways for all students, and especially underrepresented student groups, to have meaningful opportunities to shape their school experience. **By 2025, 100% of secondary schools will have established student voice committees to ensure student voices inform decision-making in the schools.**

PWCS will also engage students in leadership roles to promote civic understanding and work with student leadership groups to promote self-advocacy and community involvement. PWCS established the Student Senate in 2019 to provide opportunities for students at each high school to actively seek feedback from students in support of the Division's continuous improvement efforts. These student leaders work closely with each other to provide input to the student representatives on the School Board and help to lead positive changes to their school communities which will ultimately impact our Prince William County community, our state, the nation, and the world. **By June 2025, the PWCS Student Senate and Student Representatives will collaborate with school student councils to create a Student Bill of Rights to promote self-advocacy and a sense of community across the Division.**

Libraries, Media, and Research:

The school library program provides students opportunities for exploration, validation, and possibilities both at home and in school. The school library offers essential academic support throughout a students' educational career. Familiarizing students with the powerful tools needed to search for and critically analyze authoritative research is vital to intellectual growth and the development of an educated citizenry. PWCS will strengthen our commitment to academic student empowerment by ensuring clean and robust cataloging practices to provide better search results for student catalog use, accurately identifying resources to support learning. **By 2024-25, all PWCS library collections will align with the standards established by the Library of Congress.**

Librarians contribute to developing the attributes of the PWCS Profile of a Graduate. To promote critical thinking, digital citizenship, innovation, resiliency, and collaboration, students will learn and practice the skills of authors and illustrators. PWCS students will not only be consumers of knowledge but will be producers of knowledge. Author and illustrator visits provide a real-life link from their craft with written words and illustrations to the writing and illustrating students themselves do in school, supporting students in a variety of writing and artistic experiences across content areas. **By 2025, every PWCS school will host an author or illustrator visit.**

Fine and Performing Arts:

PWCS provides multiple opportunities for students to participate in performance and production opportunities with the fine and performing arts, but much of the participation is "opt-in" rather than a fundamental component of the students' weekly learning. **By 2024-25, PWCS arts programs will increase student access to performance and production opportunities like auditions, concerts, and exhibitions so that all fine and performing arts students will participate in at least three extended learning experiences per year.** PWCS will also provide tools to help teachers better measure student progress as they perform and create. More performance and production opportunities and better feedback will lead to a 5% increase in student enrollment in fine and performing arts programs and greater student success in post-secondary settings.

World Languages:

World language study in PWCS provides opportunities for students to explore a continuum of sequential learning of basic communication skills in at least one additional language other than English. The study of French or Spanish begins for many students in elementary classes, then progresses through formal sequences in middle and high schools where students can choose from eight additional languages (German, Italian, Latin, Russian, Arabic, Korean, Mandarin Chinese, and American Sign Language (ASL). Currently the Division offers a dual-language immersion program at one elementary school; we will add six more dual-language immersion programs by 2024-25. Expanded opportunities will be available for students to participate in Division-wide elementary dual- and one-way language programs which offer more commonly taught languages such as Spanish, French, and German. Additionally, these dual- and one-way language immersion programs will offer less commonly taught languages such as Arabic, Russian, Mandarin Chinese, Urdu, Farsi, and ASL; these languages are highly represented in our student demographics and are also of economic and political importance. Students within all groups will succeed in progressing through at least two years of study in two languages or three years of study within one language. **By 2024-25, the goal is for the diversity of students enrolled in all world language classes in middle and high school to mirror the Division demographics within all student groups.**

In order to validate the bi- or multi-lingual skills of students from the over one hundred language backgrounds represented in PWCS, the world language program will institutionalize a Credit-By-Exam option for 2021-22 as a pilot that provides middle and high school English Learners the benefit of taking an approved VDOE external exam and receive up to three high school credits towards the world language diploma requirements that lead to advanced studies diplomas and potentially the Seal of Biliteracy.

Health, Physical, and Driver Education:

PWCS health and physical education programs promote and enhance physical health literacy to support a student's ability, confidence, and desire to be physically active for life and learn health content while practicing skills that keep them healthy. Children and adolescents need at least 60 minutes a day of physical activity and the benefits of physical activity on brain health occur immediately after moderate-to-vigorous physical activity. Physical and health skills also support the foundation and choices needed for a lifetime of fitness, recreation, and culturally relevant sport-related activities; making informed decisions to lead healthy and productive lives; and selecting resources and services necessary to maintain and promote health and safety for self and others. As part of the PWCS health and physical education program, students will become physical and health

literate, receive training in cardiopulmonary resuscitation (CPR) and first aid, gain knowledge in safe driving practices, and self-select lifelong fitness activities by the time they graduate.

Physical fitness and wellness are essential traits to develop among young people to promote good personal habits and community health. Elementary students begin fitness assessment measurements and SMART goal planning. Students in grades four through 10 continuously monitor and evaluate their own goals in the components of fitness to meet Virginia Wellness's healthy fitness zones. **By 2025, 95% of elementary students will show proficiency in fundamental movement skills by the end of fifth grade.**

Middle school students develop and apply their fitness and nutrition plans, and high school students refine their fitness and nutrition plans for lifelong application. Students will continue to demonstrate specialized skills application and further refine their competencies and choices for a lifetime of fitness, recreation, and sport-related activities throughout secondary physical education. To support these aims, **by 2025, every PWCS student in grades four through 10 will create personal fitness and nutrition goals, and 98% of students will analyze pre-and- and post-assessments with their own SMART fitness goal(s).**

Student drivers receiving PWCS driver education including behind-the-wheel training have a long history of lower crash rates than those enrolled in other driver training programs. The driver education **behind-the-wheel program will increase participation by ten percent** to increase driver safety in our community. Students participating in the **driver education course will exceed pre-pandemic passing levels of 90%.**

Student Activities and Athletics:
PWCS offers a variety of activities to all students. From academic competitions and interscholastic athletics to many clubs and activities, students enjoy opportunities that support their social, emotional, mental, and physical well-being. Furthermore, research has shown a strong relationship between participation in extracurricular activities including athletics and positive impacts on student achievement and human relations skills. PWCS offers students safe environments with quality facilities and fields, supporting their ability to improve through practice and competition. Athletic trainers at every school help the athletics programs ensure high standards of safety through increased injury prevention and treatment services for our student-athletes. Title IX compliance expectations and safety inspections of our facilities and equipment are conducted three times per year. At every school there are high-quality coaches and club sponsors who hold sportsmanship, diversity, and community pride in high regard.

As an extension of quality instruction, **student activities programs** encourage students to engage in activities of their choosing and build connections in their school community beyond academic classroom experiences. These connections lead to students having more caring adults mentoring and supporting them with academic and extra-curricular success as well as social-emotional well-being. To help assess the needs and desires of our students, the Student Activities Program conducts an annual student interest survey, aligning offerings with the needs and interests of students. The pandemic has negatively impacted student participation in competitive academic offerings in our high schools. PWCS will increase participation and meet the needs of our students by **doubling the number of students taking part in academic competitions by 2025.**

PWCS encourages students to pursue their interests in competitive athletic, academic, and interest- based programs offered at our schools. Participation in extracurricular activities promotes academic achievement, and competitive athletics contributes life-long lessons in the rewards of hard physical work, mental discipline, perseverance, leadership development, and the importance of teamwork to our students. Our middle school athletics program leads our region, offering high-quality sports programming where most other divisions do not. **PWCS will increase by ten percent the number of students participating in clubs and in all seasons of athletics at the middle school, junior varsity, and varsity levels.**

Increase Opportunities for English Learners, Students with Disabilities, and Underrepresented Groups

PWCS continues to rank as one of the highest and fastest-growing communities in terms of population size and diversity in Virginia, and the nation. Currently, *US News and World Report* ranks Prince William County as the 10th most diverse county in the nation. As a global-majority School Division, a focus on multilingual families and students is paramount to the success of all students. We are committed to improving instruction, ensuring it is culturally responsive and specific to English Learners' (ELs) needs, given that English Learners represent 1 in 4 students in PWCS.

PWCS is committed to supporting all students with disabilities and their families. Approximately 12,000 students ages 2-22 receive specialized instruction through their Individualized Education Program (IEP) or Section 504 of the Rehabilitation Act. The Special Education Department works collaboratively with families, staff, and community stakeholders to provide equal opportunities for all students. VDOE mandates that

Divisions must implement a Child Find program to identify, locate, and evaluate students under 18 years old who are suspected of having a disability and need special education and related services. Children can transition from early intervention to school-based programs starting as early as 2 years of age and remain until kindergarten.

PWCS will engage ELs in language-rich experiences to support their English Language Development that will result in the growth of their English Language Proficiency as measured by the ACCESS for ELLs assessment. In 2018-19, 53% of English Learners met their identified growth targets. This exceeded the federal annual benchmark of 48% for schools. By 2023-24, this percentage will increase so that at least 58% of English Learners will meet the specified growth targets in keeping with the long-term federal benchmark identified for schools. Division and school staff will deliver instruction that is focused on differentiation, co-teaching, and equitable access to rigorous instruction, responding to the strengths and needs of ELs. As a result, by 2024-25, EL graduation rates (currently at 79%) will increase by 5%, as will the identification of ELs for specialty programs, gifted programs, and advanced courses. Additionally, students will experience culturally responsive instruction in every school across the Division. Schools and classrooms will be inclusive and equitable regardless of teacher assignment or EL population size. This will result in increased student engagement in school communities both during the instructional day and through extracurricular activities, clubs, and school events.

Integrate language development in all content areas to provide for equal participation and access to grade-level curriculum.

PWCS commits to implementing disciplinary literacy units with a focus on performance-based tasks and academic language proficiency. Generally speaking, academic English is the language of schooling; this language helps students acquire and use the content area knowledge taught in schools (Anstrom, DiCerbo, Butler, Katz, Millet, & Rivera, 2010). Thus, ensuring that language development is a consistent part of the instructional planning and delivery process for all courses and content is critical. In addition, given the diverse student population and that English Learners are the second-largest student group in PWCS (next to economically disadvantaged students), all schools and teachers will use language objective(s) for every content lesson to ensure equal student participation and access to all grade-level curricula.

By the end of the 2021-22 school year, all teachers and school leaders will revisit the best practices for planning and implementation of language objectives for each content objective; co-teaching and co-planning between content teachers and ESOL teachers will be evident in instruction across all classrooms. Language development will be reflected in the implementation of the Universal Design for Learning and all updates to curricula units. With a systematic focus on language development and disciplinary literacy, and emphasis on ensuring equal participation and access to all curricula, all student groups,

but especially ELs, students with disabilities, and dually identified students, will improve their academic achievement in English language arts, mathematics, science, and history and social science.

PWCS will ensure that student schedules are created that maximize learning time for students, using a high-quality curriculum that supports the needs of ELs and students with disabilities. PWCS will use the digital and accountability systems to monitor student placement, as well as academic and language progress for ELs. By the end of the 2021-22 school year, every IEP team will have considered if a student requires recovery services.

Engage all Division leaders and educators with English Learners in professional learning in the implementation of instructional best practices to promote English language development and proficiency.

PWCS will ensure teachers of ELs attend essential training that will support their understanding of how language development happens. They will learn the interrelationships between language and content. Increasing the language development of ELs creates more opportunities for their participation in the full range of course offerings; this will lead to increased engagement and reduced dropout rates.

PWCS will provide consistent ongoing professional development focused on employing classroom practices that reflect high expectations for all learners. We will use research-based differentiated tools and strategies to support the full range of diverse learners through language development, disciplinary literacy, and content competencies and skills. Professional learning will focus on differentiated instruction based on EL progress data and needs-based scaffolds, strategies, and interventions for groups of and individual ELs. This will include immigrants, refugees, ELs with disabilities, as well as long-term ELs, and students at risk of becoming long-term ELs in core content areas.

Provide academic advising and outreach focused on increasing the participation and performance of underrepresented students in gifted, advanced, and specialty programs.

Current PWCS data shows disproportionate student access to gifted programs, challenging advanced coursework, and specialty programs, most notably for ELs, students with disabilities, and economically disadvantaged students. This lack of opportunities creates gaps in student success. PWCS will focus on ensuring that historically underrepresented student subgroups are encouraged and advised on advanced programs and/or courses. Increasing communication and providing opportunities for academic advising will ensure all students and families have access to gifted, advanced, and specialty programs. Underrepresented student groups and their families will receive special advising opportunities with an emphasis on varied outreach platforms and the use of interpreters.

By the end of the 2024-25 school year, academic advising targeted at underrepresented students and families will be a part of every school's continuous improvement plan and parent outreach.

Currently, the Division hosts 10 monthly parent engagement sessions that include support from interpreters, which provide information regarding opportunities, ways to access those opportunities, and strategies to support learners at home. With an increase in staffing to support parent engagement, the Division will double the number of parent engagement session by offering two per month. These sessions will occur in virtual and in-person environments as appropriate, based on the topic and needs of participants.

PWCS will increase both the participation and performance of students in gifted education by removing barriers to identification and access. Parent engagement sessions will be provided and will focus specifically on gifted identification and access to gifted education services for all parents, with targeted outreach to parents of underrepresented students.

Accurate identification of underrepresented students for gifted education requires purposeful action. PWCS employs multiple strategies, including universal screening at multiple points (grades 2, 3, 6, and 9), professional development for educators, community outreach, and early exposure to enriching opportunities to remove barriers and increase equity. In the early grades (kindergarten through grade 2), all students participate in enrichment lessons. PWCS uses the Early Talent Development Program to recognize students with gifted potential and provide targeted support to further develop that potential. **By 2024-25, the participation of underrepresented groups in gifted education programs will see a 10 percent increase to reflect the diversity of each school's student population.**

In addition, by 2025 every elementary, middle, and high school will have at least one full-time, highly qualified gifted resource teacher, trained to support the academic, social/emotional, and intellectual needs of gifted learners by delivering direct gifted services. Identified gifted learners will receive appropriately differentiated curriculum and instruction. Identified gifted learners will benefit from the collaborative planning that takes place between the gifted resource teacher and the classroom teacher to increase the depth and complexity of grade-level curriculum.

Through participation in the gifted education program, identified students will develop into independent thinkers and learners, informed and supportive collaborators in group settings, and exceptional leaders. They will apply advanced skills in critical thinking, creative thinking, collaboration, communication, and conceptual thinking that will prepare them for AP/IB/Cambridge coursework, dual enrollment classes, post-secondary education, and their future careers.

By 2024-25, the participation of economically disadvantaged, minority, students with disabilities, and English Learners in advanced programs will see a 10% increase to reflect the diversity of each school's student population.

Meeting the Needs of Students with Disabilities

Students with disabilities require **specially designed instruction** to address their unique needs and ensure access to the general curriculum. To support the provision of specially designed instruction, the Special Education Department supports schools in determining the appropriate instructional match for each student, and provides research-based materials in reading, math, social skills, life skills, and transition. Division staff provide coaching and modeling to classroom teachers in these areas to ensure ongoing student success.

Progress monitoring is a scientifically based practice used to assess progress and evaluate the effectiveness of instruction. This is accomplished using a benchmarking and monitoring system based on direct and frequent student assessment. PWCS will continue to foster leadership in the analysis and interpretation of data to inform instructional practices, as well as support the fidelity and efficacy of those practices. **Students with disabilities participating in the general curriculum that have an area of need in reading, math, and/or behavior receive research-based specially designed instruction. PWCS will enhance progress monitoring systems to ensure the fidelity and effectiveness of instruction.**

Students with significant cognitive disabilities often participate in an alternate curriculum and require specific supports and methodologies to be successful. Through computer-delivered and teacher-led instruction, students learn individualized skills that are both developmentally appropriate and grade-level aligned. **By 2023-24, 100% of students with significant disabilities will receive multi-modal evidence-based instruction with embedded curriculum-based assessments.**

The provision of specially designed instruction includes supplementary aids and services that allow students with disabilities to be educated with their non-disabled peers to the maximum extent appropriate. **Related services and assistive technology** provide communication and/or access to instruction that increase, maintain, or improve the functional capabilities of a student with a disability. For the 2022-23 school year, PWCS is adding a full-time educational audiologist in the Special Education Department who will support students who are deaf or hard-of-hearing.

Professional learning will focus on the implementation of special education regulations, and effective specially designed instruction. The Special Education Department offers in excess of 100 professional learning opportunities each year, both virtually and in-person. In addition, the Differentiated Instructional Practices (DIP) conference is offered annually, providing teachers and administrators best practices and innovative ideas to effectively engage students. Since 2017, over 50,000 participants, including general education teachers, special education teachers, and administrators, have received reading and progress monitoring training. Approximately 4,000 individuals have participated

in specialized multi-sensory reading strategies, and over 7,500 staff members in the area of math. **By 2024-25, each PWCS school will implement multi-sensory approaches for reading and math for all students diagnostically determined to have reading or math challenges.**

Inclusive education has proven effective in promoting positive student outcomes through strategies that focus on fully engaging all students regardless of their disabilities or other learning challenges. Inclusive education, as required in federal and state regulations, encompasses practices that concentrate on creating meaningful access to instruction for all students across academic, social, and physical environments. At the state level, Virginia has not shown expected progress in meeting the established least-restrictive environment (LRE) targets (school-age and preschool placement in the regular classroom) for students with disabilities. However, percentages for time spent in regular education for students with disabilities in Virginia are comparable to federal trends. Students with disabilities can make significant development and learning progress in inclusive settings (Grisham-Brown, et al., 2009). The state target is 70%, with PWCS performing at 64.72%. **By 2025, PWCS will meet or exceed the state LRE targets for preschool and school-aged students with disabilities.**

Mitigating Unfinished Learning

Design and implement strategies to accelerate learning to mitigate unfinished learning and provide appropriate recovery services.

Using funds received through the American Rescue Plan Act of 2021, PWCS launched the Unfinished Learning Plan at the beginning of the 2021-22 school year. This is a two-year recovery plan for acceleration, recovery, and re-engagement through providing comprehensive academic, social-emotional, and mental health supports in schools. To achieve the goals of the Strategic Plan, PWCS will continue to implement the key strategies identified in the Unfinished Learning Plan to accelerate learning. Different from remediation, acceleration of learning is a focus on instruction of the priority unfinished prerequisite learning and power standards that are necessary for the understanding of new grade level/course content. **High-dosage tutoring and extended learning times are two ways PWCS is supporting this acceleration. Common formative assessment systems are being implemented to inform instruction and monitor student learning progress.** Students with disabilities, especially, can experience significant regression of skills or gaps in learning due to breaks in instruction. Any regression in skills or identified gaps in performance can be addressed by providing students with COVID recovery services to target areas identified by IEP teams, in keeping with guidance from both the U.S. Department of Education and VDOE. By 2023, 100% of IEP teams will consider any appropriate COVID recovery services for all students with disabilities.

1

Learning and Achievement for All

Values Spotlight

Objective 1.2:

PWCS will prepare all students for post-secondary education and the workforce.

Theory of Action

If all professional educators and leaders are trained, supported, and accountable for collaborating with and supporting all students in creating and carrying out an academic and career plan, then this will lead to higher levels of aligned student resources, student ownership, and commitment, as well as an increase in the students' ability to meet post-secondary goals.

POST-SECONDARY DATA

As of 2021, 100% of PWCS schools are accredited by VDOE.

2021 On-time Graduation rates

Overall	**92.8%**
English Learners	**79.2%**
Students with disabilities	**88.4%**
Economically disadvantaged	**89.0%**
Black	**94.1%**
Hispanic	**86.0%**
White	**97.3%**
Asian	**97.6%**

Post-secondary enrollment

72% of graduates from 2019 enrolled in 2- or 4-year colleges or universities within 16 months of graduation

Early college credentials

32% of graduates from 2021 had earned potential credit through AP, IB, and Cambridge exams

22% of graduates from 2021 had earned dual enrollment credit

19% of CTE students participated in work-based learning experiences

The role of schools is to prepare students for post-secondary education and employment by developing their cognitive competencies (e.g., academic mastery, critical thinking skills, and creativity), interpersonal competencies (e.g., communication, collaboration, and leadership skills), and intrapersonal competencies (e.g., growth mindset, motivation, and grit). Research shows that preparedness benefits students by increasing: college enrollment rates, college completion, employment in high-quality jobs, and participation in civic life. Preparedness decreases the need for remedial courses in college and reduces gaps in post-secondary educational outcomes based on students' income and race/ethnicity.

To support post-secondary preparedness, PWCS offers access to multiple pathways for students to earn college credit and industry certification while in high school. Research shows that when students are given access to opportunities for advanced coursework, they work harder and engage more in school, leading to fewer absences and suspensions and higher graduation rates (The Education Trust, 2019).

100% of graduates will have a post-secondary plan for entering college, technical school, the military, the workforce, or to access community transition services

100% of graduates will enroll in technical school, 2- or 4-year college programs, enter the military, the workforce, or access community transition services within 16 months of graduation

95% of high school students will graduate on-time within four years

Students who are identified as economically disadvantaged, students with disabilities, minority students, and English Learners will increase completion of advanced or dual enrollment courses by 10 percentage points

60% of graduates will take and earn at least one qualifying score on an AP, IB, or Cambridge exam or have earned dual enrollment credit, industry certification, and/or the Seal of Biliteracy

Graduates who are identified as economically disadvantaged, students with disabilities, minority students, and English Learners will increase completion of advanced or dual enrollment courses by 10 percentage points

PWCS graduates will earn a combined total of at least $260 million in scholarships

Post-Secondary Planning and Success

On-Time Graduation: In 2021, 92.8% of PWCS students graduated on time within four years of starting high school. However, the on-time graduation rates of Hispanic students, English Learners, economically disadvantaged students, and students with disabilities were all under 90%. PWCS will implement a consistent system of support, information, and resources with fidelity to ensure on-time graduation for all students, with prioritized counselor and educator networks for economically disadvantaged students, students with disabilities, English Learners, and minority students.

Ensure course structures at all high schools are designed to provide pathways for the achievement of post-secondary goals.

PWCS will increase post-secondary readiness through formalized supports for on-time graduation across all student groups and increased participation of economically disadvantaged students, students with disabilities, English Learners, and minority students in dual enrollment courses for college credit while in high school.

As part of the Division's commitment to student success beyond their schooling years, students develop career portfolios in elementary school, expand them into the career plans in middle school and fully developed plans in high school. School counselors work with students to update their academic and career plans on a yearly basis; this includes the selection of courses to support them on the path toward on-time graduation. The process of setting a career goal helps students track their own progress towards meeting graduation requirements. **By 2024-25, all high schools will have a dedicated post-secondary advisor to support all students and counselors in the completion of post-secondary plans.** PWCS encourages students who are applying to colleges to consider seeking scholarships to facilitate their post-secondary enrollment. **Post-secondary advisors will support students in scholarship-seeking behaviors and strategies, so that graduates over the next four years will earn a combined total of at least $260 million in scholarships.**

Analyze and refine accountability systems to monitor and measure student enrollment and completion of college, vocational school, and entry into the workforce and/or military, assessing and responding to the enrollment of special populations such as, economically disadvantaged, students with disabilities, English Learners, and minority students.

PWCS analyzes post-secondary enrollment patterns from data provided through the National Student Clearinghouse. The graduating class of 2019 had 72% of students enrolled in a 2-year or 4-year college within 16 months of graduating high school.

PWCS commits to additional analyses of postsecondary achievement and persistence data, as well as to develop systems for capturing data for graduates in the military and workforce that are not part of the National Student Clearinghouse. By 2024-25, PWCS will expand partnerships and systems for collecting post-graduate data in all areas to include military and workforce.

Advanced Academic Opportunities

PWCS commits to providing opportunities for students to earn college credit while in high school through numerous advanced academic programs including:

▶ the College Board's Advanced Placement (AP) Program,
▶ the International Baccalaureate (IB) Diploma (IBDP) and Career (IBCP) Programmes,
▶ the Cambridge International Examinations, and
▶ Dual enrollment (DE) with Northern Virginia Community College (NOVA).

PWCS plans to expand these programs to extend these opportunities to more students across the Division. By 2025, PWCS plans to expand the elementary IB Primary years Programme from five schools to nine schools. An additional two IB Middle Years Programmes will bring the Division total to six. An additional high school IB Diploma Programme will make this rigorous program available to 20% of our students in grades 9-12. In addition to the expansion of IB, the Division will collaborate with our community college partners to explore the possibility of a specialty program that brings expanded dual enrollment opportunities in-person and virtually.

Access to advanced academic opportunities will include student enrollment in programs that yield valuable post-secondary credentials. PWCS commits to increasing enrollment in advanced courses and those leading to professional certification by utilizing multiple data sources to identify students who demonstrate potential and interest in these offerings. PWCS also commits to removing barriers to access and encouraging students to take risks. We will provide programs to improve student readiness and support their success as they take on new challenges.

While participation is important, improving performance is vital to our students' success in the post-secondary experience. **In 2021, 32% of graduates earned early college credentials through AP, IB, or Cambridge exams. By 2025, the percentage of graduates earning a qualifying score will increase to 37%. In 2021, 22% of graduates earned early college credentials through DE. By 2025, the percentage of graduates earning these early college credentials will increase to 27%.** Through partnerships with NOVA and Shenandoah University, dual enrollment courses are currently available at 12 high schools. PWCS currently offers 36 dual enrollment courses: 15 of these DE courses can help students earn early college credit to accelerate their path to earning an Associate's or Bachelor's degree, with most accepted for credit at colleges and universities. CTE offers 21 courses that can help students earn technical credentials and certifications for careers

in skilled trades, technology, medical careers, and more. In the 2020-21 school year, more than 800 CTE students enrolled in over 20 available CTE dual enrollment courses.

By 2024-25, PWCS will offer 17 academic DE offerings and 25 CTE courses and enroll more than 1,519 students. **At least 1,000 CTE students will graduate high school in 2025 with a minimum of six CTE dual enrollment credits.**

Students who have gained bilingual proficiency skills in non-traditional ways or prior to enrollment in PWCS will be able to earn one to three high school credits in lieu of the traditional world language classroom study required for a Virginia diploma. They will demonstrate their skill level through evidence of a score on VDOE external exams in one of more than 30 languages not offered in schools for formal study in schools due to low enrollment. This will allow students room for other coursework and possibly the opportunity to earn the Seal of Biliteracy as proof of a skillset marketable in the global job force. By 2024-25, the diversity of students enrolled in all world language classes in middle and high school will mirror the Division demographics. Students within all groups will meet the requirements for an advanced diploma that include completing three years of study within one language or at least two years of study in two different languages. **As a result, by 2025, World Languages will increase student participation in AP, IB, or Cambridge world language courses and will increase the number of students earning the Seal of Biliteracy by 5%.**

Career and Technical Education

CTE programs prepare students for employment in fast-growing fields such as computer programming, engineering, health science, and the skilled trades. CTE staff collaborate with high school college and career counselors and middle school counselors to implement each student's Academic and Career Plan, beginning in the seventh grade. Students earn college credits and industry certifications from Northern Virginia Community College (NOVA) and learn from industry professionals through apprenticeships, internships, and mentoring. CTE programs also provide experiences in work-based learning for students, including internships and apprenticeships in high school that provide opportunities for students to develop skills and gain confidence, promote success in post-secondary education, and lead to future employment prospects. CTE commits to providing students with equitable access to multiple pathways for post-secondary options, including entering the workforce, a two- and four-year college/university, and military. Over the next four years, CTE will strengthen these programs to create a deeper understanding of workplace readiness. CTE will effectively communicate course information to diverse stakeholder groups to increase the number of underrepresented students participating. By 2024-25, all PWCS high schools will offer increased dual enrollment courses, prepare students to meet the requirements for industry credentials, and provide students with opportunities to participate in work-based learning activities.

Work-based Partnerships: Develop and foster community workforce development partnerships to provide Work-based Learning and Career Experiences, high school internships, and post-secondary opportunities.

Students in our CTE programs have access to paid summer internships and Youth Registered Apprenticeship (YRA) opportunities. Over the next four years, CTE will recruit more employers to provide internships and YRA opportunities. These offerings will align with students' career interests. CTE will collaborate with the Virginia Department of Labor to create an apprenticeship opportunity so students can earn marketable job skills. As such, students will explore their chosen field while still attending high school, gaining experience and earning potential income to assist with college/post-secondary tuition. Over the next four years, 3500 summer employment opportunities will be provided for rising high school juniors and seniors.

PWCS will increase and strengthen partnerships with Prince William County local businesses, local trade unions and philanthropic communities to attain more apprenticeship and internship opportunities for our students. These opportunities will ensure that our students have the necessary knowledge and skills in the latest technologies and equipment to successfully gain employment and have a fulfilling career with the certainty of a living wage. With a target of adding 500 new apprenticeships or internships by 2025, we will challenge our partners to consider how they can contribute to having meaningful apprenticeship pathways at every high school.

Post-secondary Transition Planning: Prepare students with disabilities to achieve successful post-secondary outcomes.

To prepare students with disabilities for life after high school, PWCS provides **specialized instruction** throughout their academic career in these areas: pre-employment, daily living, independent living, and leisure. All students apply these learned skills in real-world situations throughout their academic career from preschool through high school.

Through **community-based instruction (CBI)**, students transfer their learning to the settings in which they will need to function as productive citizens. This instruction focuses on daily and independent living and vocational training. **With the goal of aligning CBI opportunities throughout the Division, all secondary schools will implement a transition curriculum with relevant, individualized community-based experiences by 2024.**

By 14 years of age, or younger if determined appropriate, students with disabilities are required to have a plan for transition documented in their IEP. **Transition specialists** support the assessment of students' interests, aptitude, and needs and development of a transition plan based on their vision for their future, to include post-secondary education and employment. In addition, transition specialists coordinate linkages with community agencies that support students' transition to post-secondary life.

EMPLOY is a high school CTE program, that includes both class and community-based learning. EMPLOY provides students with skills that will facilitate their entry into suitable occupations in accordance with their individual educational needs, aptitudes, and interests. Through class-based instruction, students learn about a variety of careers and occupations, job search and retention skills, and begin to develop their self-advocacy skills. Through community-based instruction, students develop marketable job skills through the completion of internships and paid employment. **By 2025, all high schools will follow a cohesive Division-wide framework to implement the EMPLOY program for students pursuing all diploma options.**

In 2020, PWCS partnered with Novant Healthcare to offer **Project SEARCH** to students between the ages of 18-22, with the goal of preparing students with significant disabilities for competitive integrated employment. This program offers students the opportunities to gain vocational experiences in a variety of occupations and has an overall job placement success rate of 80%. In addition to continuing with the current Project SEARCH program, **by 2025, PWCS will partner with businesses to replicate this model in three different locations in Prince William County.**

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Learning and Achievement for All

Values Spotlight

Objective 1.3:

PWCS will prepare all staff members to support and challenge all students.

Theory of Action

If PWCS ensures the effective implementation of continuous improvement processes and research-based best practices to engage, challenge, and empower all students through rigorous culturally responsive instruction, digital tools, and social emotional learning, then students will report increased satisfaction with the quality of their educational experience.

PREPARING STAFF TO CHALLENGE ALL STUDENTS

Leadership Academies for all new administrators:

▶ Administrative interns; and
▶ Assistant Principals; and
▶ Principals; and
▶ Central Office leaders.

Professional Learning Plan defines tiers of options:

▶ Universal – core required for all teachers; and
▶ Focused and prioritized support to meet targeted needs at the school or individual level; and
▶ Optional support for individualized professional growth.

Research identifies professional learning that includes theory, modeling, practice, and coaching as most effective to increase teacher and administrator knowledge and skills. (Joyce and Showers 2011). This process aligns with best practices for adult learning (Knowles, 1980) that include time for planning, reflection, feedback, and practice. Professional learning that is designed and implemented with these opportunities can contribute to positive outcomes for teachers in terms of increases in content knowledge and pedagogical skills, quality of classroom instruction, job satisfaction, and job retention. According to studies from the Wallace Foundation (2021), school leadership is second only to teaching among school-related factors on student achievement and attendance.

GOALS AND STRATEGIES

100%

of teachers
will be trained in and employ universal design
for learning, culturally responsive practices, and
trauma-informed practices

100%

of leaders and educators will be knowledgeable of and responsive to the strengths and needs of diverse learners and their communities through differentiated strategies and supports

100%
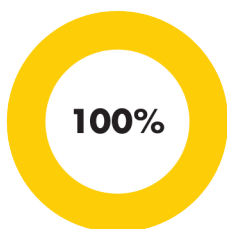
of leaders and teachers will participate in professional development on universal design for learning and continuous improvement processes through aligned school improvement plans

Expand professional learning and leadership development opportunities for principals, assistant principals, and teachers.

Currently new principals, assistant principals, and administrative interns participate in Academies for induction. Professional learning in the academies focuses in three areas:

▶ People skills,
▶ Organizational skills, and
▶ Instructional skills.

Academy sessions will be expanded by utilizing the continuous improvement coaches to support leaders through the use of data, trends, and patterns to provide targeted coaching. In 2023-24, a third year will be added to the principal academy. Professional learning will be developed in the three focus areas to support experienced administrators as well.

Professional learning opportunities focused on leadership development for both principals and teachers will be expanded. PWCS commits to developing strong cycles of professional learning that align to the needs identified in the school continuous improvement plans for teachers and leaders. The content of this professional learning will support school-based practices and identified priorities.

Professional learning options will be articulated as

▶ universal support that is required for all schools, ensuring that all staff have the same elevated baseline,
▶ focused and prioritized support including professional learning, mentoring, and coaching required for schools identified in the prioritization index within the Unfinished Learning Plan, and
▶ optional support and professional learning that provides individual professional growth and opportunities for leadership.

Universal Design for Learning (UDL) establishes a framework intended to proactively meet the needs of all learners. Principles of UDL assume that barriers to learning are in the design of the environment, not in the student. UDL provides learners:

▶ Multiple Means of Representation,
▶ Multiple Means of Action and Expression, and
▶ Multiple Means of Engagement

PWCS will provide division-wide professional development on continuous improvement planning, processes, and classroom systems.

All schools are required to complete and submit continuous improvement plans yearly. The implementation of the plans is supported by continuous improvement coaches Division-Wide. Professional learning is provided by offices and departments to support this work. As we embark on this new Strategic Plan, PWCS will strengthen and invest in our leadership development program to ensure all leaders are trained in the principles of UDL, continuous improvement planning, processes, and classroom systems. Courses will be developed and updated to meet the needs of universal, focused, and prioritized support beyond the existing leadership academies. The opportunities will include teacher leadership pathways to build capacity in our teacher leaders and support retention and leadership pipeline. Skills and attributes will be identified to support the growth and development of this stakeholder group, so that participants can attain credentials and increased compensation related to their work. UDL and continuous improvement processes will be implemented by 100% of leaders and teachers through aligned school improvement plans and classroom systems that utilize data, root cause analysis, and student feedback to revise instruction and empower student agency and ownership of learning and achievement.

# 2 Positive Climate and Culture

Values Spotlight

Objective 2.1:

PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Theory of Action

If we establish a comprehensive and integrated system of support addressing social and emotional needs of staff and students; and if we provide targeted supports based on identified needs; then we will create a learning environment that fosters inclusivity, connectedness, and well-being, which will result in decreased absenteeism, increased student engagement, increased connection among students, and stronger relationships between students and adults.

STUDENT CONNECTION

Students reporting connection to adults in 2021:

92% Elementary students

73% Secondary students
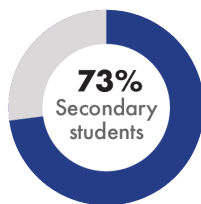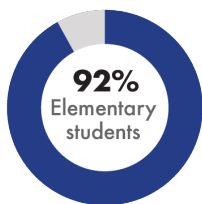
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Number of PWCS attendance officers assigned across all schools

4,000
PWCS teachers trained in the impact of Adverse Childhood Experiences (ACES)

2021 dropout rates:

5% Overall
11% Hispanic students
14% English Learners
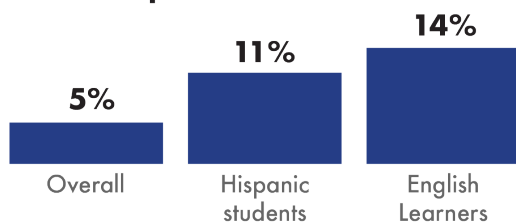
Restorative Practices training:

400
Number of staff members trained

15
Number of schools trained

The National School Climate Center (NSCC) defines school climate as the "quality and character of school life" as experienced by students, families, and staff. School life, the NSCC notes, spans multiple dimensions: Safety and Security, Interpersonal Relationships, Teaching and Learning, the Institutional Environment, and Social Media. Given the multifaceted nature of school life, maintaining a positive school climate can benefit students not just academically, but also behaviorally, socially, and emotionally.

GOALS AND STRATEGIES
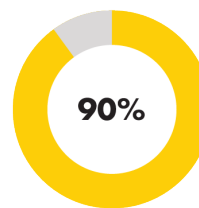
90% of students will report satisfaction with the school climate, belonging, and wellness domains on the PWCS Division-wide Climate and Culture Survey

5% decrease in students who are chronically absent

10% decrease in dropout rates for all students

10% decrease in students receiving exclusionary discipline for all student groups

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Develop and implement the PWCS Heals Initiative as its comprehensive plan to provide social and emotional support to staff and students.

Beginning in 2020, the Virginia Department of Education (VDOE) requires all public schools to develop Social Emotional Learning (SEL) standards for all students. Research demonstrates that SEL can improve academic achievement and educational equity, along with having life-long impacts on students (National Conference of State Legislatures, 2021). SEL support systems have become more essential in all areas of education since the onset of the COVID-19 Pandemic. SEL programs can play a critical role in helping students develop resiliency and helping the larger community deal with trauma, whether widespread or on an individual level. Through SEL, students acquire the knowledge, interpersonal skills, intrapersonal mindsets, and cognitive strategies needed to deal constructively with the many stressors they encounter every day, enabling them to accomplish tasks and enjoy positive interactions with others. SEL programs can also help schools establish a positive, safe, rigorous learning climate that is inclusive of all students, regardless of demographics, cultural or ethnic backgrounds, disabilities, or language barriers. **In PWCS, the expansion of Division-wide SEL, using the state-wide standards and curriculum framework, will begin during the 2022-23 school year. With the support of school-based SEL coaches, funded by the PWCS Heals Initiative, teachers will receive professional development and coaching to support the implementation.**

Staff Well-Being Initiatives provide staff members with engaging opportunities to connect positively with peers, supervisors, and other members of the school community with the goal of increasing work satisfaction. Currently, individual schools are responsible for planning and implementing positive culture and well-being initiatives for staff members with no monies budgeted specifically for this task. As part of PWCS Heals, staff members will be provided opportunities to become part of learning communities within their school buildings with a focus on teamwork and self-care. By the 2024-25 school year, PWCS commits to 100% of schools and central offices having staff well-being goals included in their continuous improvement plans. In addition, by the end of the 2022-23 school year, PWCS will strive to achieve 95% or higher staff satisfaction with school climate domains on the PWCS Division-wide Climate and Culture Survey in each school identified for focused or prioritized support in the area of social-emotional wellness.

Standardized Social and Emotional Learning Curricula will ensure that the soft skills deemed to be essential for life after high school will be embedded into the PWCS curriculum across all grade levels. These curriculum strands will be provided by VDOE and will cover the five fundamental areas of focus as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Currently, there is sporadic use of evidence-based SEL and emotional learning curriculum in some schools. **By the 2024-25 school year, PWCS will have a standardized SEL curriculum at all grade levels and all teachers will be fully trained on its implementation.** PWCS commits to having 100% of administrators receive training in the Virginia Department of Education SEL Standards and their implementation by the end of the 2022-23 school year.

Implement a comprehensive plan to address the needs of students with chronic absences resulting from unfinished learning and the pandemic school closures.

Student attendance is the foundation of teaching and learning. Students must be present to be taught. When students face chronic absenteeism, there is a need to intervene quickly and in a meaningful manner. According to Attendance Works (2021), a nationally recognized clearinghouse for chronic absence interventions, there are five basic steps needed to address chronic absence in schools:

❶ Engage students and parents;
❷ Recognize good and improved attendance;
❸ Monitor attendance data;
❹ Provide personalized early outreach; and
❺ Develop programmatic response to barriers.

In order to address unfinished social and emotional learning and the associated issues, like chronic school absence, PWCS will deploy the following strategies: **Targeted support from school-based mental health professionals who are members of the Division-wide "Support Corps"** dispatched to students and families will create an atmosphere of caring and connection for our most vulnerable learners.

Students will be assigned a Support Corps counselor when school-based staff members determine that school absences are impeding learning. This mental health professional will support the student and will also become familiar with members of the family unit with the goal of creating and/or improving a culture of school attendance. By the end of the 2022-23 school year, 100% of students who have been assigned a "PWCS Support Corps" mentor will see an improvement in school attendance as compared to prior year's attendance. By the 2024-25 school year, PWCS will dispatch home-based support for students who meet specific identified truancy benchmarks.

Training for all school-based mental health professionals to support a standardized Student Support Team (SST) model in each school will set a stage for tiered interventions for all students. As a result of this training, school-based teams will be able to create systems to identify students at risk of academic difficulties and to design individual interventions to increase the student's availability for learning. **By the 2024-25 school year, all schools will have a Student Support Team (SST).** The SST will have standardized procedures for the identification of students at-risk of experiencing diminished

academic performance due to social and emotional barriers. The team members will be trained to identify interventions to meet the student's individual needs and to take steps to carry out those interventions and measure for effectiveness. By the end of the 2023-24 school year, all school-based mental health staff members and school-based administrators will have received initial training on how to create and organize their SST.

Develop and implement the PWCS Heals Initiative as its comprehensive plan to implement trauma-informed and healing centered practices in schools.

Examining the underlying issues that lead to chronic absence, school avoidance and dropping out of school offers educators the opportunity to design individualized plans of support. Often, the leading cause of problem behavior in youth is trauma experienced in childhood. A trauma- informed approach, according to 2014 guidelines from the Substance Abuse and Mental Health Services Administration (SAMHSA), is one that (1) realizes the impact of trauma and its role as a barrier to successful outcomes; (2) recognizes the signs and symptoms of trauma in children, families, staff, and others involved with the system; (3) responds by integrating knowledge about trauma into policies, procedures, and practices; and (4) seeks to resist re-traumatization of individuals within the system or school (SAMHSA, 2014). Furthermore, challenges associated with these traumatic stress symptoms often include problems with attention, memory, executive functioning, emotional self-regulation, and relationship formation, all of which can have tremendous effects on a child's ability to be successful in a school environment (National Dropout Prevention Center/Network, 2021). The following strategies will be deployed to intervene with students who are deemed to be at-risk of dropping out of school.

Response to Childhood Trauma manifests itself in a variety of behaviors depending on the stage of child development at which the trauma occurred. When a teacher, administrator, or school counselor understands a student's history with childhood trauma, it enables them to respond to behavior in a way that helps the individual heal. By the 2024-25 school year, PWCS commits to training 100% of teachers, administrators, and other school-based support staff in Trauma Informed Care and Healing Centered Engagement so they will be prepared to choose the appropriate trauma informed response when confronted with student behavior concerns.

Healing Centered Schools include universal precautions in classrooms that benefit all students as one of their core tenets. The use of universal precautions ensures that all students are treated with care and create an especially supportive environment for those students who have experienced trauma. When educators understand how to deliver instruction with universal precautions in mind, the classroom becomes a place of comfort and safety. Examples of universal precautions include calming spaces in classrooms, predictive patterns for calling on students to answer questions and considerations for seating arrangements to ensure physical proximity is respected to include not having students sit behind each other. To date, PWCS does not have established standards or expectations for universal precautions in the classroom. While some master teachers integrate parts of this concept in their instruction, there is no system in which to monitor the degree to which classrooms are operating with a healing centered lens. PWCS commits to offering training by the Student Services Department on a yearly basis. All students will benefit from having at least one universal precaution implemented in their classroom. **By the 2024-25 school year, all school-based staff will be trained to deploy universal precautions when working with students.**

Develop and implement a Division-wide plan for Restorative Practices.

Restorative Practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Research demonstrates that Restorative Practices improves school climate and reduces student suspensions and discipline disparities. Research has shown that frequent out of school suspensions, zero-tolerance policies, and "get-tough" approaches to school safety are ineffective and increase the risk for negative social and academic outcomes, especially for children from historically disadvantaged groups. In 2018-19, 5% of students in PWCS received exclusionary discipline, with several student groups (students with disabilities, Black students, economically disadvantaged students, and Hispanic students) receiving exclusionary discipline at rates higher than the Division average. Effective and consistent implementation of the PWCS "Code of Behavior" requires provisions that appropriate behaviors be taught, practiced across settings with feedback, reinforced, and taught again as needed.

Approaching school discipline from an instructional prevention-based standpoint as with Restorative Practices contributes to a positive school environment and ensures equity, fairness, and continuous improvement. PWCS continues to increase the number of school staff trained in Restorative Practices and Restorative Practices teams throughout the Division. PWCS currently has 15 schools with Restorative Practices teams with approximately 400 staff members trained to date. PWCS commits to developing and implementing a comprehensive training plan in Restorative Practices by 2025, with dedicated implementation teams in schools across the Division. The implementation of Restorative Practices will lead to a reduction in exclusionary discipline such that no student group will have exclusionary discipline rates above 3% by 2025.

2 Positive Climate and Culture

Values Spotlight

Objective 2.2:

PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

Theory of Action

If we create a supportive working environment, with systems designed to develop and build leadership capacity, in which employees at every level of the organization are empowered and highly engaged with a strong sense of belonging, then staff performance, satisfaction, and retention will increase.
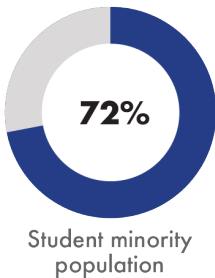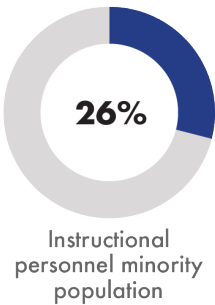
STAFF BELONGING

Staff reporting satisfaction with their school climate on the Division-wide Survey:

89% of teachers in 2020

Building leadership capacity:

10
Virtual events hosted in 2020-21

744
Attendees during 2020-21

Staff and student diversity:

26%
Instructional personnel minority population

72%
Student minority population

Teacher retention at schools:

Title I schools — **84%**
Non-Title I schools — **88%**

The National School Climate Center includes a supportive working environment for staff as one of the critical dimensions of a positive school culture. A supportive working environment for staff leads to positive outcomes, such as: higher morale, higher job satisfaction rates, higher retention rates and lower attrition rates (especially among teachers). A positive school climate also offers more opportunities for school leaders, teachers, and other staff to engage in the professional learning needed to build their knowledge and skills, which, in turn, contribute to the continued growth and development of their students.

The benefits of employing a diverse and inclusive workforce are many, including higher retention rates and job satisfaction. In addition, employees report an increased sense of belonging, increased collaboration and feeling valued and respected.

GOALS AND STRATEGIES

90%
of employees will report high levels of satisfaction and engagement at work

90%
of staff will report feeling connected to other colleagues in their school/office
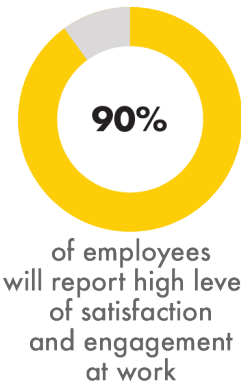
90%

or greater of certified staff in PWCS will be retained, and retention at Title I schools will increase to the Division average

95%

the minimum percentage of school-based administrators PWCS will retain

50%

participation increase in administrative recruitment pools by 2025

5%

increase in the diversity of PWCS certified staff

Develop and implement "PWCS LEADS" to drive strategic recruitment, pipeline development, and selection of highly effective leaders.

The **PWCS LEADS** competency model identifies core behaviors and knowledge necessary to be a successful PWCS leader—across the performance continuum and across all career levels, job roles, and job functions. The PWCS LEADS competency model encompasses Leadership Expectations, Assessment, Development, and Selection. This model:

▶ Defines the knowledge, skills, abilities and behaviors necessary for effective practice as a PWCS leader;
▶ Supports PWCS leaders in their career and professional development; and
▶ Helps PWCS to identify and cultivate high-quality leaders.

The PWCS LEADS competency model provides the foundation for leadership talent management throughout the employment lifecycle and helps PWCS ensure that our leaders are proficient in the critical behaviors and knowledge necessary for transformative leadership. PWCS LEADS initiative includes the development of a required Leadership Academy for administrative eligibility pool members. By 2025, the criteria and instruments used in the selection process, professional development offerings, and other systems of leadership support will be developed and implemented in alignment with the PWCS LEADS competency model. This will include succession plan development for all PWCS administrative positions. By 2025, succession plans will be developed for all school-based administrative positions. By 2025, the annual retention of our school-based administrators will be at least 95%.

Launching Leadership Capacity (LLC) is a robust curriculum of virtual and in-person learning opportunities designed to inspire future leaders and cultivate the leadership pipeline. This initiative is developed as a partnership between Professional Learning and Human Resources. Participants will learn skills and behaviors that contribute to effective leadership in PWCS schools and departments through the exploration of the PWCS LEADS competency model and our four strategic commitments including: Foster Family & Community Engagement, Build Positive Climate & Culture, Promote Organizational Coherence, Support Learning & Achievement for All. To support employee growth through LLC, PWCS will develop a tool that will provide employees with a comprehensive understanding of multiple career paths and professional offerings to support their growth and development within the Division.

By 2025, PWCS will increase participation in this series and administrative recruitment pools by 50%.

Launching Thriving Careers will drive strategic onboarding, induction, individualized professional learning in leadership, coaching and succession planning for administrators. Currently, leadership development has focused on new administrators in their first one to three years in their roles. This initiative will enhance current programming and strategically develop additional programs to support the leadership development of leaders in PWCS. Leaders in both school-based and central administrative positions will receive ongoing cycles of professional leadership development as they progress throughout their career cycle. This initiative is designed and led by Professional Learning Leadership Development with collaborative support from Human Resources Administrative Recruitment.

Launching Thriving Careers will include the enhancement of existing New Administrator Institutes, multi-year Leadership Academies, formal and informal mentoring, and coaching. As part of this initiative, Professional Learning Leadership Development will explore the addition of targeted leader internship and residency opportunities funded by community partnerships.

This leadership curriculum implementation will be aligned with PWCS LEADS. It will provide a cyclical experience designed to equip leaders to be effective in their current roles while further developing their professional leadership competencies, thus enabling them to seek future leadership roles within PWCS. A comprehensive and systemic working conditions/climate survey tool will be used to provide prioritized and focused leadership support and development for school and central office leaders.

PWCS will develop and implement a comprehensive teacher leadership program that aligns with Launching Thriving Careers and utilizes the PWCS LEADS competencies. Through a partnership between the Professional Learning Leadership Development and Human Resources Administrative Recruitment teams, a pipeline management system will be

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designed and implemented to support improving on-the-job support, improving pipeline components, and enhanced tracking of career cycles.

By 2025, through the implementation of Launching Thriving Careers, PWCS will have an operational pipeline management system. This system will help PWCS support individual leaders in their career journeys from initial hire, through any applicable promotions, to retirement.

"You Belong Here" is a comprehensive diversity, inclusion, and equity organizational development initiative developed in partnership by Human Resources, Professional Learning, and the Office of the Chief Equity Officer. This initiative will consist of Division-wide professional development, other systems of support, and a redesign of our selection processes. Through implementation of "You Belong Here," PWCS will ensure that our leaders are creating inclusive cultures within their school buildings that will positively impact climate and employee morale. We will also ensure that all employees possess the skills to work and communicate more effectively across differences, align behaviors with beliefs, and address unconscious bias, to build a more equitable, diverse and inclusive culture. By 2025, all PWCS employees will have participated in the required "You Belong Here" professional development. As a result, the retention of our certified staff will be at least 90%. Furthermore, 90% of employees will report high levels of satisfaction and engagement at work and 90% of staff will report feeling connected to other colleagues in their school/office.

As part of the "You Belong Here" initiative, a Division-wide plan to improve the staff selection process for all job vacancy types will be developed and implemented. The plan will include research-based selection protocols and standardization of selection processes across the Division, and ongoing monitoring to ensure compliance, which will result in increased efficiency, reduction in bias, and hiring of highly qualified diverse staff. By 2025, all PWCS hiring managers will utilize the PWCS approved selection protocols and will have completed the required professional development.

Develop and implement "Teach PWCS," a robust and strategic initiative to build a deeper certified applicant pool to reflect the rich diversity in our county through an umbrella of programs designed to increase the number of highly qualified teachers.

We identify, recruit, and mentor current PWCS students who after college may commit to PWCS classrooms as teachers through the Growing Our Own (GOO) Teachers and Educators Rising programs. Students are identified by school counselors, principals, teachers, parents, and athletic coaches for participation in these programs. All GOO participants that enroll in post-secondary teaching programs will be offered PWCS internship and student teaching opportunities, along with ongoing professional development. Currently, four high schools in PWCS offer the GOO program. By 2025, this initiative will be expanded to all high schools with the goal of increasing the rich diversity of our certified workforce from its current state of 26% to a minimum of 30% to better reflect our communities.

In addition, **PWCS will continue and expand existing partnerships with over 50 colleges and universities** through our recruitment initiatives to build our certified applicant pool with candidates who pursue traditional and alternative routes to licensure. Through "Teach PWCS," student teachers will be offered additional supports and professional development. By 2025, we will increase the percentage of student teachers that become contracted PWCS employees to 50% or greater.

Our Teaching Assistant to Teacher program will also be expanded to provide support and financial assistance to our teaching assistant workforce interested in becoming certified special education teachers so that by 2025, 75 teaching assistants become certified special education teachers.

PWCS partners with third parties who recruit internationally for educators interested in working in our schools. Currently, we have 103 international educators working in PWCS. **PWCS commits to enhancing these partnerships so that by 2025, we will have at least 350 international educators employed in the Division.**

2

Positive Climate and Culture

Values Spotlight

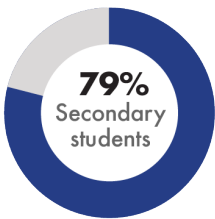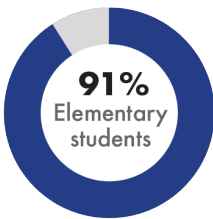### Objective 2.3:

PWCS facilities will be welcoming, safe, and sustainable.

Theory of Action

If we create a culture of safety and security within our schools inclusive of our students' physical environment and mental health, then students will feel safe, which will support their ability to achieve at the highest level.

SCHOOL SAFETY AND FACILITIES

Students reporting feeling safe at school in 2020:

91% Elementary students

79% Secondary students

Focus on sustainability:

Energy Management Department established in 2011

2021 Green Ribbon School District Sustainability Award winner

Over $59 million in cost avoidance savings

2020 Green Schools Challenge winner

The National School Climate Center highlights that the institutional environment is one of the essential dimensions of school climate. Research shows that supportive, positive, and safe school environments enable effective teaching and learning. However, the U.S. Department of Education (USDOE) notes that many schools struggle to create and maintain such learning environments. PWCS is committed to providing safe and welcoming facilities for students, families, staff, and the community. Safety encompasses the physical aspects of facilities as well as the security of the facilities. Research shows that school maintenance has a measurable impact on student safety and learning.

PWCS continues to invest providing reliable and equitable security measures across all schools. These investments include security residences, surveillance cameras, radios with repeater systems, access control systems, staffed entry points, visitor identification systems, classroom and office locks, lockdown shades, and employee ID badges.

PWCS is also committed to moving toward sustainable facilities. In 2011, PWCS established the Energy Management department, whose mission is to plan and manage School Division energy use and sustainability, improve environmental and fiscal stewardship in facility use, and educate staff and students through leadership in energy and environmentally conscious design. Since inception, PWCS has realized over $59 million in energy cost avoidance savings. The School Board adopted a sustainability resolution in June 2020, which formalized the school division's commitment to sustainability, the environment, and reducing the carbon footprint.

90%
of students and staff will report
feeling safe at school

Increase Safety and Security Vigilance

Implement the "Say Something" initiative to build student capacity to recognize and voice concerns about warning signs.

In 2020, only 79% of middle and high school students in PWCS reported feeling safe at school. It is critical for students to recognize warning signs and be empowered to recognize and voice concerns about those warning signs and any threats that they witness. To build student capacity, PWCS launched the implementation of the "Say Something" program in December 2021. This no-cost program was developed by the Sandy Hook Promise foundation (Sandy Hook Promise, 2021) and provides training for students on three key steps:

❶ Recognize warning signs – teaches students to recognize warning signs or threats;
❷ Act immediately – teaches students to take action rather than being bystanders; and
❸ Say Something – teaches students to tell a trusted adult or use an anonymous reporting system.

The Say Something initiative connects to existing SEL curriculum. To date, over 600 staff members in central offices, middle schools, and high schools in PWCS have been trained on how to receive and respond to tips from students. During the 2022-23 school year, all middle and high school students in PWCS will participate in training in how to identify warning signs, take action, and tell a trusted adult. By the end of the 2022-23 school year, each middle and high school in PWCS will establish Students Against Violence Everywhere (SAVE) clubs to support continued awareness of the Say Something initiative. As a result of the Say Something initiative, students will be empowered to report their concerns about threats to themselves or others and will feel safer in the knowledge that there is a proactive response to those concerns. As a result, by 2025, 90% of middle and high school students will report feeling safe at school.

Provide a safe online learning and working environment for students and employees.

PWCS will implement robust technologies, processes and controls to protect systems, networks, programs, devices and data from cyber-attacks including ransomware. PWCS will also ensure compliance with the Children's Internet Protection Act (CIPA) and FERPA (Family Educational Rights and Privacy Act). PWCS will conduct a robust security audit of its systems and develop mitigation strategies to address any gaps by May 2022. In order to achieve this PWCS will implement robust content monitoring tools to ensure the safety of students and staff at school by January 2023. PWCS will conduct ongoing regular security assessments of its on-premises and cloud-based applications.

Enhance school security through school site assessments.

PWCS prioritizes safety and security since the school environment is such a critical factor in supporting student achievement. Schools in Prince William County and across Virginia are required to complete a school safety assessment every three years. PWCS commits to engaging its first responders, school security officers, administrators, counselors, and community members in completing annual specific school security assessments rather than every three years to identify enhanced investments for school safety. The most recent school safety assessment was completed in Fall 2021. PWCS has identified a need to strengthen and enhance consistent understanding about how to enforce security policies at all schools. By 2023, PWCS will provide targeted, site-specific training to all school administrators focused on enhancing security awareness and vigilance through a comprehensive understanding of security policies and procedures.

PWCS recognizes that the school resource officer (SRO) program plays an important role in the security and safety of our schools. Their presence and ability to respond to crises and provide support to our school communities is vital. The SRO Memorandum of Understanding (MOU) between PWCS and the PWC police department was revised in December 2021 and will be revised collaboratively every two years with input from the Safe Schools Advisory Council (SSAC) and the public to ensure that our school and law enforcement partnership is continually focused on creating safe school environments that maximize students' ability to learn and achieve.

PWCS understands that the assessment of currently employed technologies and effective use of emerging technologies play an important role in the overall school safety and security program. PWCS will continue to invest in upgrading current technologies as well as seek to implement new technologies that expand our ability to provide effective crises response. By 2025, PWCS commits to replacing CCTV (Closed Circuit Television) systems with current CCTV technology platforms at all schools.

Enhance the school security officer (SSO) program to ensure a consistent, visible, and well-trained security staff.

PWCS commits to providing schools with well-staffed and trained school security officers (SSO) to build rapport with students and engage the school community throughout all school sponsored activities. By 2022-23, SSO responsibilities will be evaluated to ensure coherence with Division-wide response protocols. Currently, PWCS funds 71 SSO positions across middle and high schools. In order to support these SSO, PWCS commits to enhancing the centralized support, to include assistance to schools during short-term crisis events to provide visibility and support to school administration. To ensure SSO are easily identified, PWCS will provide standardized school security attire to ensure that staff, students, and community as well as first responders can readily recognize SSO. All SSO participate in a mandatory state certification training within their first 60 days. To provide further support and professional development to new SSO, PWCS will establish a cohort/mentoring program for all new SSO by 2025.

Increase crisis management readiness across PWCS schools and offices.

PWCS provides a strong crisis management response framework focused on safer school outcomes. Each year, all schools and offices participate in 15 crisis drills and are required to update their crisis response plans annually. PWCS will enhance its focus on training of staff and students to respond to crises using recognized best practices defined in the PWCS Crisis Management Plan, while engaging central office staff to evaluate drills and provide constructive feedback. By 2025, 100% of schools will undergo an evaluation of crisis response protocols annually. When crises do occur, it's recognized that reflection and review of the response is critical. Beginning with the 2022-23 school year, the Risk Management and Security Services department will engage in after-action assessments of each specific crisis response so that processes can be refined and improved.

100%

of all School Division facilities provide a welcoming environment conducive to learning by meeting PWCS established standards of quality and all applicable building code regulations

Develop an annual Division-wide Maintenance and Facility plan.

In addition to the long-term Capital Improvement Plan, PWCS is committed to the ongoing maintenance of school facilities based on need. PWCS is building a plan for ongoing assessment of sites for maintenance and renewal based on programmatic changes, standards adjustments, and emerging technologies, in addition to the age of the facility. The plan will encompass a facility condition index as it relates to a school's architectural, mechanical, plumbing, safety, and security systems. The index will also incorporate technology infrastructure and life-safety systems. By the 2024-25 school year, all schools will be assessed using the facility condition index.

100%

of schools will actively integrate Environmental Literacy into all grade levels

Provide consistent access to high-quality learning experiences, in and out of the classroom, for students and staff, that promote Environmental Literacy across all content areas.

PWCS will incorporate environmental literacy standards into the PWCS curriculum and developing cross-curricular professional development. By 2023, 200 teachers will participate in this training. PWCS is also promoting pathways for students to achieve the Virginia Board of Education's Seal for Excellence in Science and the Environment. By 2025, all schools will have access to robust environmental literacy curriculum across all grades (PK-12) and professional development for all teachers.

GREEN RIBBON SCHOOL

PWCS will have at least five schools earn the U.S. Department of Education Green Ribbon School designation

Incorporate project-based learning across all grade levels through the development of resources designed to utilize the school building as a teaching tool.

PWCS will support the pursuit of U.S. Department of Education Green Ribbon School designations for individual schools, so that by 2025, at least five schools will receive the designation. PWCS commits to creating site-specific outdoor environmental experiences.

10%

reduction of Division-wide greenhouse gas emissions year over year between FY23-FY26

0

Complete the first
Net Zero new construction school replacement in PWCS

Develop and embed high-performing maintenance strategies and construction standards, resulting in a reduction in the dependency of fossil fuels and broader incorporation of renewable energy into our building portfolio.

PWCS has committed to a systemic and strategic approach to sustainability, through relationships with external sustainability experts. The PWCS Energy Management Team has established energy dashboards demonstrating building attributes and energy performance. PWCS is implementing multiple design principles based on industry and federal standards for building construction focused on various aspects of energy management and sustainability. By 2024, these principles will be incorporated into all school renovation and new construction projects. In 2025, PWCS will complete our first Net Zero new construction school replacement.

3

Family and Community Engagement

Values Spotlight

Objective 3.1:

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

Theory of Action

If we align family engagement efforts to include hosting regular family engagement events with targeted families, expand the role of parents on advisory councils, and provide resources that are accessible to families in their home languages, then increased numbers of parents and family members will have the opportunity to engage in school activities and decision-making at their child's school, regardless of parent needs, which will result in parents being authentic partners in their child's education.

FAMILY ENGAGEMENT

Parents reporting multiple ways to be involved in 2020:

Overall	88%
Elementary School	92%
Middle School	84%
High School	86%

Parents reporting having a role in decision-making in 2020:

Overall	85%
Elementary School	94%
Middle School	80%
High School	81%

A family that is authentically engaged in their child's education supports their learning at home, understands the importance of learning, assists with monitoring their child's progress, advocates for their child, has the tools necessary to positively impact their child's progress, and is an active participate in the decision-making at the school and Division-level. Research indicates that the earlier in a child's education family involvement occurs, the more powerful the effects. When a family is engaged, their child is more likely to experience higher academic achievement, improved expectations for their learning, less chronic absenteeism, and fewer behavioral problems. Family participation is twice as predictive of a student's academic success as family socioeconomic status. PWCS currently engages families in many ways, particularly through federal programs that provide family engagement supports and resources focused on academic achievement. In addition, the Global Welcome Center for English Learners' families and the Parent Resource Center for families of students with disabilities provide ongoing supports.

90%
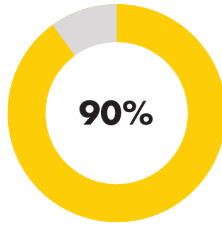
of families
will report having attended events related
to their student's academic progress, increasing
their capacity to support their student's
learning in school

100%

of schools
in PWCS will have parent liaisons to support
engaging families in the educational process

Finally, PWCS will expand outreach to increase participation in the **Family Engagement Series as well as Parent Resource Center events.** The Family Engagement Series and Parent Resource Center events include workshops open to all families in PWCS. The workshops are designed to **help parents become active participants in their children's education**, to provide the information and resources for parents to be able to work with their children and continue learning at home, and to promote a positive relationship between parents and educators. **By 2025, participation in the Family Engagement Series and Parent Resource Center events for targeted populations (EL, Special Ed, Title I, Gifted, Specialty Programs, etc.) will increase by 10% year over year.**

85%

of schools
will have high-functioning advisory councils that
provide families opportunities to engage in
collaborative decision-making as authentic
partners in education

Align, expand, and coordinate family engagement efforts by establishing centralized supports and coordination efforts across the School Division.

To align family engagement efforts, PWCS is embarking on a variety of strategies to centralize and coordinate supports for family engagement. The Office of the Chief Equity Officer will oversee the recruitment and training for school leaders on family involvement and culturally responsive family engagement. The Office of the Chief Equity Officer will also evaluate family engagement efforts on a yearly basis. In addition, by 2025, 100% of schools will have a **parent liaison** focused on removing barriers to access of information and resources, engaging families in the educational process of their students regardless of family needs. PWCS will **expand family supports offered through the Division's Global Welcome Center and Parent Resource Center.** The Global Welcome Center will support families with the registration process, social emotional needs, access to digital tools, and medical compliance such as health requirements for newly enrolled students.

Parent and community engagement is an integral part to building relationships that support students with disabilities in achieving their academic, social, and transition goals. The Special Education Department fosters relationships through the **Parent Resource Center** by offering virtual and in-person parent training that is also open to staff and community partners. Currently two annual conferences that help to foster relationship building and engagement are the Transition Fair and Parents as Partners. By 2024, PWCS will expand these Parent Resource Center conference/event offerings to six annually.

Expand the role and participation of families on each school's Advisory Council, increasing the collaboration and decision-making of families and community members.

To provide families with increased opportunities to participate in decision-making, PWCS is focused on expanding the role of the School Advisory Councils, which are designed to be shared decision-making entities to shape the continuous improvement plans at each school. PWCS is establishing defined criteria, operational processes, and common goals for School Advisory Councils across the School Division. By 2025, PWCS commits to developing high-functioning advisory councils, ensuring that at least 85% of schools will have a **high-functioning advisory council**. Advisory councils at 100% of elementary, middle, and high schools will be provided with enhanced training opportunities to increase family participation and capacity to serve on advisory councils, becoming part of the decision-making process for their child's school. In addition, PWCS will conduct **monthly parent seminars** focused on knowledge, skills, and strategies to support authentic partnerships and ongoing advocacy.

## Support for Military-Connected Students and Families

PWCS has over 6,400 military-connected students enrolled in our schools. Multiple programs and services are in place to support these students and their families. PWCS has developed a dedicated web page to provide families easy access to information about all the supports as they enter PWCS, and for while students are enrolled. PWCS was awarded multiple Department of Defense Education Agency (DoDEA) military-connected grants that provide additional resources and professional development for meeting the needs of our military-connected student population. These DoDEA grants allowed for the development of resources to be shared with military-connected students across all schools. **Moving forward, PWCS is adding dedicated military family connection support in the Student Services Department to sustain this support.**

The Virginia Purple Star Designation is awarded to military-friendly schools that have demonstrated a major commitment to students and families connected to our nation's military. **Currently, PWCS has 21 schools that have received the Purple Star designation, which they must renew every three years. All schools in PWCS are invited to apply for this designation and are supported by the Student Services Department.**
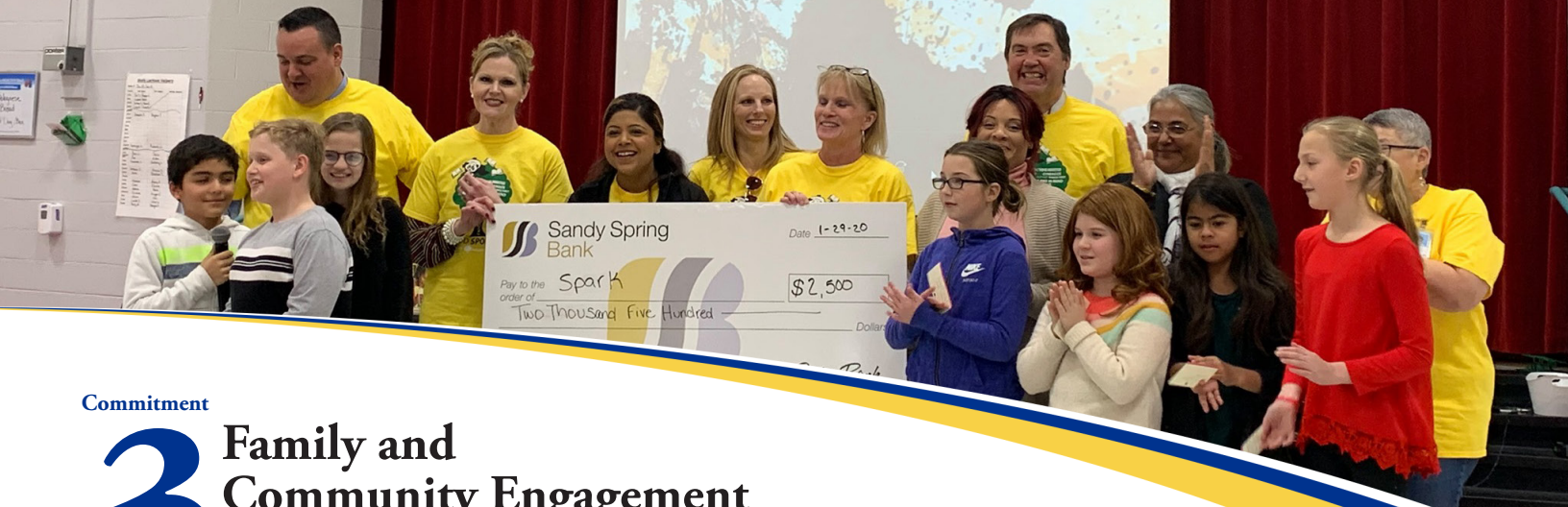
Commitment

3

Family and Community Engagement

Values Spotlight

Objective 3.2:

PWCS will work collaboratively with community agencies and business partners to support strategic initiatives.

Theory of Action

If we develop a funding agenda that aligns partnerships with strategic goals, ensure that every school has at least one business or community partnership, 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.

BUSINESS AND COMMUNITY PARTNERSHIP

SPARK support for innovation in 2019:

$6.8 million
Revenue in 2018-19

$75,000
Support for PWCS web presence

$73,000
In scholarships to high school seniors
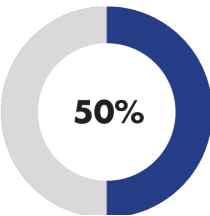
50%
PWCS schools that have identified and sustainable business or community partners

Research shows that partnerships with businesses and community organizations help school and divisions address gaps in existing programs and help support students, families, and staff address needs that go beyond the classroom. When aligned with the district's initiatives and commitments, partnerships can help improve student academic outcomes, provide real-world learning opportunities, and much needed resources to better support schools with meeting the needs of students, families, and staff. Business and community partnerships provide opportunities for connection and participation in activities, improve family engagement, and provide resources to students, families, and staff. Currently, nearly half the schools in PWCS have an identified and sustainable business or community partner. The acquisition and reporting of business and community partners are not currently centralized for tracking and record-keeping. Additionally, the engagement of business partners is under-utilized due to the lack of a Division-wide funding agenda that is aligned to a long-term strategic plan.

Supporting Partnerships and Resources for Kids (SPARK) is the Education Foundation for Prince William County Public Schools. Through community and business partnerships, SPARK provides programs and initiatives to our schools that may not otherwise be available.

40

SPARK will set forth an aggressive funding goal of $10M over four years to support identified Division Strategic initiatives

100% of schools will have at least one formal business or community agency partnership alligned with identified priorities in the school continuous improvement plan

100%

of high schools will have a business partnership supporting post-secondary endeavors

Develop a strategically driven SPARK funding agenda.

PWCS is launching a SPARK Funding Agenda based on Division Strategic initiatives for the equitable distribution of resources. SPARK will identify quarterly fundraising events and targeted resources needed from community-based organizations to meet the Division's four-year goals.

The **SPARK funding agenda and annual fundraising goals will support six areas of critical need** with the identified target goals:

❶ **Educator Preparedness (Goal $400,000)** - training teachers and leaders to better serve our students;

❷ **STEM Education (Goal $550,000)** - encouraging students to learn in STEM fields and providing equitable access to quality STEM education;

❸ **Social and Emotional Learning (Goal $350,000)** - investing in initiatives that support social and emotional learning in adolescent development;

❹ **Innovative and Digital Citizenship (Goal $400,000)** - exploring innovative ways to facilitate and accelerate the integration of evidence-informed teaching practices and providing tools that support long-term innovation development of our students and teachers;

❺ **Career Pathways (Goal $600,000)** - working with business and community partners to provide mentorships and post-secondary workforce development opportunities; and

❻ **Partnerships for School Improvement (Goal $200,000)** - investing in partnerships between the School Division and community stakeholders to collaboratively solve common challenges.

Ensure that each school has a strategic partnership with a business or community partner.

Currently, nearly half the schools in PWCS have an identified and sustainable business or community partner. Based on asset mapping, PWCS will determine the unique needs of each school community to match resources from specific business partners and/or community-based organizations. PWCS will provide structure to schools and business and community agencies for **defining supportive partnerships**, setting expectations, and monitoring performance. PWCS will enhance partnerships with local agencies to provide health, nutrition, academic, and social-emotional supports to students and families. By 2025, all schools in PWCS will have a formal business partnership or community agency partnership aligned with their identified needs. PWCS and SPARK will partner to **provide training and resources** to staff and families to promote partnerships. PWCS and SPARK will build connections to support all students before and after graduation with workplace opportunities to include workplace learning, internships, and more. The goal is to develop two-way partnerships and strengthen the bonds between each school and their partners.

3 Family and Community Engagement

Values Spotlight

Objective 3.3:

PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

Theory of Action

If we improve our communication frequency, tools, and techniques, then we will increase family satisfaction with the clarity, honesty, and transparency of communication.

FAMILY/SCHOOL COMMUNICATION

Parents satisfaction with school communication in 2020:

Overall	91%
Elementary School	94%
Middle School	86%
High School	89%

All stakeholders play an important role in supporting the SchoolDivision's vision, mission, and commitments. In order to do so effectively, students, families, staff, administrators, School Board members, and partners must understand the Division's commitments. Research shows that when a school and division engage in consistent, clear, and frequent two-way communication with stakeholders, there is an increase in mutual trust, decreased level of uncertainty, increased family involvement in their child's learning, improved morale, and greater public support. Anecdotally and through social media, parents and families have expressed a desire to have increased transparency in communications at the school and division level.

GOALS AND STRATEGIES

90%
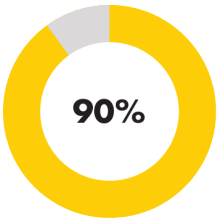
of families will report satisfaction with clarity, honesty, and transparency of communication with PWCS at the school and Division level

Enhance ongoing and two-way communication with families at the school and Division level.

PWCS is committed to enhancing ongoing communication with families at both the school and Division level. In order to support all families with digital resources and communication tools, PWCS will increase the school and community-based training opportunities on digital literacy. In addition, by 2025, 100% of schools at the elementary, middle, and high school levels will establish set days on the calendar for Parent/Teacher conferences/Touch Base conferences/Student-led conferences for families to discuss their child's progress.

PWCS is committed to engaging families by providing information that is translated and interpreted in the Division's major languages as part of our focus on equity and access

for all. PWCS will increase the hiring of bilingual staff that represent the language diversity in the School Division and train them to be qualified interpreters and translators to increase the schools' capacity to meet the multilingual demand. By 2025, the Division will have adequate multilingual services staff to effectively support best practices and provide systemic monitoring and support at every school.

85%
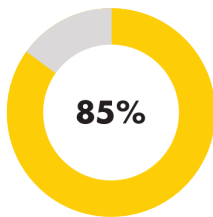
of families will report that they have opportunities to authentically engage with their child's school about their child's learning and school experience

Implement a systematic approach to ensure consistency in communication between families and schools, including tools to monitor student progress, provide specific feedback, and share opportunities for parent engagement.

PWCS hosts a great number of events at the school and Division level. PWCS continues to increase the number of interpreters during events, to include sign-language interpreters, ensuring all families have equitable access to essential

information. In addition, PWCS provides assistive technology or other accommodations when needed so that families can participate in events as well as meetings to support their students. PWCS will increase training for parents on how to become partners in education. These events will cover topics such as parent-teacher conferences, navigating special programs, gifted identification, and special education, as well as other opportunities within the school Division.

To ensure that schools meet the specific needs of families in their communities, it is critical that PWCS schools gather feedback about their parent outreach efforts. As schools continue to offer events such as Open House, Back to School Night, Parent/Teacher, Student-led and Touch-base conferences, Specialty Program nights etc., families will be given the opportunity to provide feedback regarding the usefulness of each event using a common Division-wide tool. By 2025, PWCS will develop a consistent feedback tool for collecting parent feedback about all events, trainings, and communications, that is available in families' home languages and that can be completed via mobile device. The feedback will provide school and Division leadership with valuable information about how to improve events and messaging to meet families' needs. The use of a consistent tool ensures that families at all schools are asked for the same type of feedback about school events.

4

Organizational Coherence

Values Spotlight

Objective 4.1:

PWCS will create systemic structures for strong cycles of continuous improvement.

Theory of Action

If we use data to enhance and measure the quality of operational performance, and if we train all office and school leaders in the components of the continuous improvement process and provide supports to schools in implementing their continuous improvement plans with fidelity, then PWCS will have strong action plans to support student outcomes.

Continuous improvement entails identifying a problem to solve (or area to improve), implementing evidence-based strategies in response, collecting data to monitor the changes' impact, and adjusting the strategies as needed. To do this effectively, a division must view problems as products of the current system, not as outcomes of actions taken by individuals. The Division must also engage in improvement efforts with regularity and consistency, and link the day-to-day work done by individuals within and across levels of the organization.

Continuous improvement processes have yielded a variety of benefits for school divisions, including: increasing staff engagement, staff sense of shared accountability, positive school climate and culture, academic achievement, graduation rates, and post-secondary application and enrollment rates. Systems of continuous improvement in school divisions also may support efforts to decrease academic achievement gaps and staff attrition.

In PWCS, schools develop and implement annual continuous improvement plans. School efforts in recent years have focused on the ongoing monitoring of continuous improvement plans and PWCS established a dedicated team to support those efforts. To date, though, there has not been a systematic approach to strategic and continuous improvement planning for offices and departments. This four-year Strategic Plan sets forth the systems, structures, and protocols for implementing cycles of continuous improvement.

GOALS AND STRATEGIES

100%

of office and school strategic plans will align to Division goals and strategies

Align strategic and continuous improvement planning efforts for offices and schools.

To facilitate organizational coherence, it is essential that continuous improvement planning efforts across offices and schools be aligned. PWCS will provide professional development for office and department staff in the components of the continuous improvement process so that all offices will have strategic plans that support the Division's vision as well as the continuous improvement plans in schools. All PWCS office and department leadership will be provided training in the continuous improvement process by the end of 2021-22. Over the course of the next four years, all offices and schools will develop annual continuous improvement plans aligned to the Division's strategic initiatives and vision goals.

Provide school leadership teams with continuous improvement coaching support and partnerships.

To build staff capacity to promote academic progress, each school in PWCS is assigned a coach to support the development and monitoring of their continuous improvement plan. Additional support may be provided to schools based on their level of need as determined by the Division's two-year Unfinished Learning Plan tiered support model and other identified needs.

Transparently communicate Division academic performance through a quarterly public reporting structure that monitors progress toward meeting strategic plan commitments and goals.

In the development of this Strategic Plan, one of the areas identified by stakeholders as a need is increased transparency. PWCS will institute a quarterly reporting process to increase transparency in communicating academic and operational performance. PWCS is also developing operational and performance dashboards as a component of a structured reporting system. By the 2022-23 school year, PWCS will have consistent operational and performance metrics published on the PWCS webpage.

100%

of key Division-wide process workflows will include quality assurance measures

Apply Six Sigma DMAIC (Define, Measure, Analyze, Improve, Control) process to manage quality across the Division.

Currently PWCS has limited quality control standards for business and operational processes across the Division. Six Sigma is a proven, globally adopted standard for business process improvement and quality control (White, 2021). To support organizational coherence, PWCS will apply the Six Sigma process as a strategy to manage quality across the entire Division. PWCS will identify key Division-wide processes as well as the key process owners, who will receive training in Six Sigma process. PWCS will then review and improve key Division-wide processes. By 2025, PWCS will fully implement quality controls for key processes and monitor them against identified performance targets.
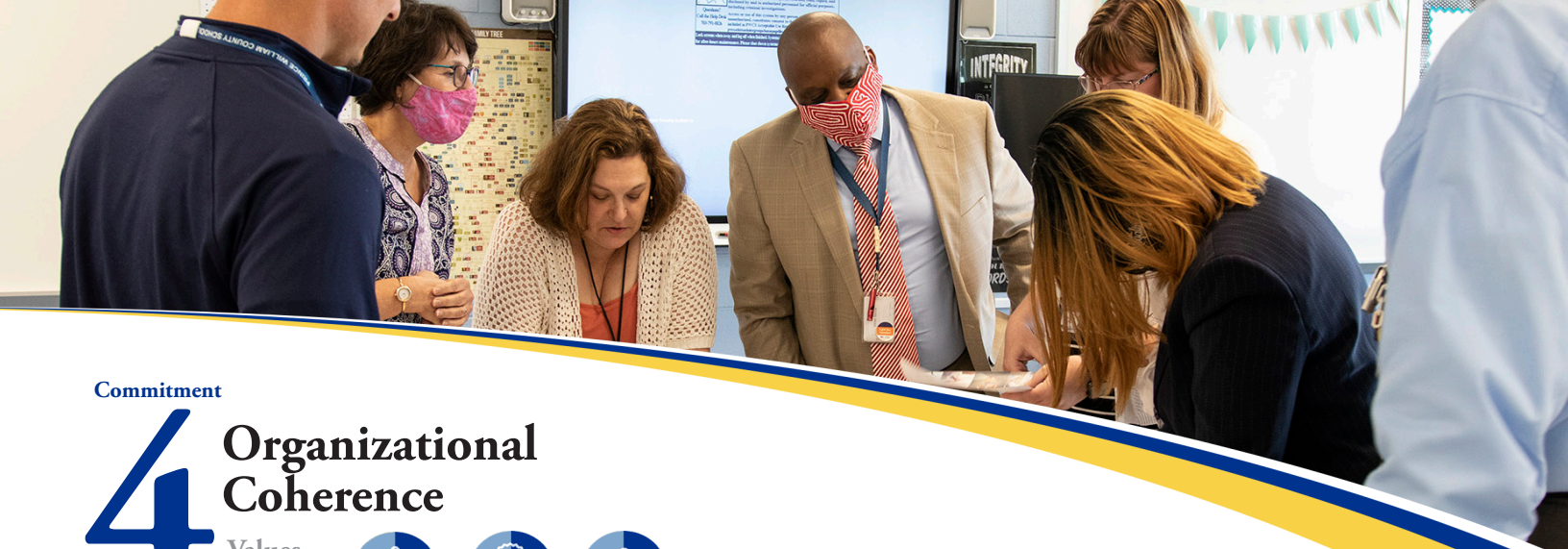
4 Organizational Coherence

Values Spotlight

Objective 4.2:

PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.

Theory of Action

If we communicate with families using their home language via their preferred mode, holistically manage their customer-service experience, and implement Division-wide customer service standards, we will deliver a consistent high-quality customer service experience for students, families, and employees.

The ability for parents and guardians to engage with teachers, administrators, and the School Division in two-way communication is critical to the ability to have a high-quality customer experience. In an era of communication saturation, is also important to provide families with the ability to use their preferred communication platform. "Research has shown that simply providing access to information via online gradebooks has almost no effect on student outcomes, largely because very few parents ever use these tools. In contrast, a growing literature documents the positive impacts of sending information about grades, missing assignments, or absences directly to parents through automated notifications. Several of these studies find that proactively pushing information and guidance to parents is particularly effective at improving outcomes among students from low-income families and students of color and that effects become more pronounced as information and guidance is tailored to individual students' needs." (Matthew A. Kraft & Alexander Bolves, Annenberg Institute for School Reform at Brown University).

As PWCS serves students from countries around the globe and nearly one-in-four students is an English Learner, the ability to communicate in real-time using the home language of the student is also vital to removing barriers. A consistent customer experience, with clearly defined expectations for both provider and customer will greatly improve families' interactions across the school division. Currently, PWCS offers free language assistance to families by providing access to professional interpreters to help families understand important information about their child's education. PWCS also translates all essential

communications into eight languages. PWCS does offer parents the ParentVue tool that provides online access to the student information system. However, PWCS does not currently provide teachers with tools to communicate in real-time via text with families, which is a preferred communication platform, in their home language.

GOALS AND STRATEGIES

100%

of family home languages will be supported and available at key customer touchpoints in the Division

Implement a teacher initiated two-way communication, school and Division-wide messaging platform with auto translation in home languages that integrates key student information and performance data to enable more targeted communications.

In 2022, PWCS will implement an innovative technology that integrates key student data to increase communication among teachers, district administrators, and student families. This tool will aggregate and convert individual student data, such as learning assessments, attendance, and grades into easy-to-use reports for teachers. The platform will also provide direct

communication tools to connect with student families via two-way calls, emails, or text messages with the ability to translate in real-time between English and families' home languages. Teachers will pilot use of this platform prior to its adoption in fall of 2022. PWCS will measure the adoption of, use of, and family engagement with the tool beginning in the 2022-23 school year.

90%
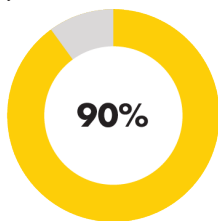
of PWCS families and community partners will report satisfaction with the level of customer service provided by their school and PWCS offices

90%
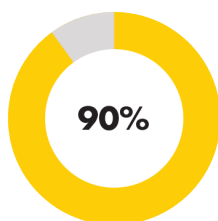
of employees will report satisfaction with the level of customer service provided by PWCS offices

Implement a Division-wide customer relationship management platform.

Customer Relationship Management (CRM) platforms are tools for managing relationships with customers. The use of a CRM platform will allow PWCS to enhance communication with customers, reach families in universal and targeted ways, and assess the effectiveness of those communications. The effective use of a CRM platform has shown to increase customer satisfaction by as much as 10-15% for organizations effectively using such platforms.

PWCS will procure a CRM platform in 2022-23 and implement it Division-wide by fall of 2023. The platform will enable the setting of a key baseline for customer service key performance indicators and the goal for measurable increases through the 2024-25 school year.

Implement an enhanced Division-wide customer service model survey and training.

PWCS is committed to providing a high level of customer service. Parent survey results show high levels of overall satisfaction with the School Division, but further study is needed into the customer experience. PWCS is developing an enhanced survey system for collecting annual feedback on the customer service experience for families and staff. By 2022-23, all staff will be trained in the PWCS customer service standards. Beginning in 2022-23, the annual Division-wide Climate and Culture Survey for families will include an explicit customer service component. In addition, by 2022-23, comprehensive customer service surveys will be administered annually to all staff. Results from these surveys will be utilized in continuous improvement plans for offices and schools.

4

Organizational Coherence

Values Spotlight

Objective 4.3:

PWCS will ensure that our strategic priorities are driving our investments.

Theory of Action

If we align our budgeted resources with our strategic priorities, then we will ensure that every student is provided equitable access to facilities, technology, and curriculum, enabling improved student outcomes and experiences.

The commitments identified in this Strategic Plan require resource investment through the annual budget, the Capital Improvement Plan, and other investments. Research indicates that resources should be defined broadly, to include financial, physical, human, and organizational resources. Effective and equitable resource allocation requires organizational collaboration and coherence. PWCS has committed to an equitable allocation of resources. To support that commitment, PWCS established the Office of the Chief Equity Officer in 2021, which will promote, champion, and sustain educational equity in support of this Strategic Plan and Vision. Financial forecasting allows for the strategic development of budgets and resource allocation.

PWCS will establish a budget taskforce in calendar year 2022. This taskforce will be chartered to provide recommendations that can shape the budget process in the Fiscal Year 2024 budget development. The alignment of department and school budgets to the strategic priorities will be implemented with the FY2023 budget.

Implement changes to the budget which will align budget investments to the strategic priorities for central offices and schools.

Resource equity means consistently prioritizing and allocating people, time, and money to align with levels of need and opportunity. PWCS will develop and implement revised equity-driven funding formulas for schools and offices. These formulas will be based on identified needs at the school and office level. Beginning with FY2023, PWCS department budgets will include funding for the key investments identified in Strategic Plan commitments.

GOALS AND STRATEGIES

All PWCS schools and offices will be funded equitably and for adequacy

Establish a budget taskforce that will engage the community, instructional leaders, employee groups, and student stakeholders to provide recommendations into the budget process.

It is important for the PWCS community to play a foundational role in shaping the budget process to ensure it reflects the priorities of the many diverse stakeholder's needs.

All PWCS technology, facility, security, and curriculum material investments will be made equitably and will meet consistent standards

Implement a digital equity investment plan to equip and maintain consistent, high-quality technology support and digital learning tools, and provide one-to-one technology for students and teachers Division-wide.

PWCS is committed to digital equity for students and staff, equipping them with consistent high-quality learning tools in every classroom and for at-home teaching and learning as needed. In the spring of 2020, PWCS closed schools due to the world-wide COVID-19 pandemic. To rapidly support virtual teaching and learning, PWCS made substantial investments in technology for students and teachers by purchasing nearly 70,000 laptops. PWCS continues to have considerable gaps with consistent technology support in classrooms, such as having more than 2,000 classrooms with projectors/interactive white boards that are more than seven years old. To maintain these investments and close equity gaps, PWCS will centralize the management and purchasing of these assets, refresh students' and teachers' devices at least every four years, and ensure that interactive flat panels are five years old or less. PWCS will continue to support closing the homework gap by providing take home internet for those in need.

PWCS will complete eight school renovations between FY23 and FY26

Base CIP investments on a facility condition index including security and technology infrastructure.

PWCS is developing a facility condition index that will allow for the annual assessment of school facilities based on multiple factors. The facility condition index will be a numerical rating of the current quality of each school's architectural, mechanical, plumbing, safety, and security systems. The index will also incorporate technology infrastructure and life-safety systems. This index will allow for the equitable allocation of resources based on identified and prioritized facilities needs. By the 2024-25 school year, all schools will be assessed using the facility condition index and 75% of all PWCS renovation investments will be based on the facility condition index.

Develop and implement a curriculum materials investment plan to coincide with the textbook/instructional materials adoption process.

In order to ensure equitable access to up-to-date curriculum materials including textbooks (digital or print) and other instructional materials, PWCS will develop a Division-wide investment strategy outlining a four-year roadmap for necessary annual investments to equip every student and teacher with such materials. These investment plans will outline annual expenditures in Fiscal Year 2023 through 2026. This will be used to shape the budget process and will be aligned to Division policy and regulation.

PWCS will align budgetary and capital improvement plan targets based on a solid long-term financial plan

Develop a long-term financial plan and forecast model.

PWCS is committed to aligning the priorities of the Strategic Plan with the budget and capital improvement plans. In 2022, PWCS will develop a long-term financial plan that balances the requirements of the budget to inform decisions that ensure PWCS' financial health. The development of this financial plan will serve to inform development of the budget and long-term strategic planning. The use of the plan and forecast model will be integral to school and office strategic planning by Fiscal Year 2025.

PWCS benefits and wages will be regionally competitive

Develop and implement a plan to ensure regionally competitive pay plans based on the results of a comprehensive compensation and benefits study.

PWCS is committed to making the compensation and benefits for employees regionally competitive. By 2023-24, PWCS will conduct a comprehensive study of PWCS Compensation and Benefit Programs with prioritized recommendations for improvement. This study will review job classifications relative to pay grades to ensure internal equity and external equity as compared to peer school divisions in the NOVA region. Beginning with the FY23 budget cycle, PWCS will reference pay grade analyses and study recommendations to inform strategic investments to accomplish this goal.

Commitment

# 4 Organizational Coherence

Values Spotlight

Objective 4.4:

PWCS will work toward convergence, operating as a unified school system with shared accountability for school and Division goals.

Theory of Action

If we are organized for success, with integrated processes and platforms, and have clear operational roles and responsibilities, then we will enable greater focus on instructional delivery for students.

School Divisions are complex systems. PWCS is committed to strengthening systems to allow for organizational coherence. The multiple components of the School Division depend on one another and must be aligned in support of students. Ongoing collaboration in the decision-making process, along with aligned systems, processes, and tools, are essential in the move toward coherence. In developing goals around organizational coherence, PWCS utilized the coherence framework developed by the Public Education Leadership Project at Harvard University.

staffing or functions. As the School Division population has grown and become more complex, and the demands for services outside the academic core have increased, an organizational assessment aligned to this Strategic Plan is necessary to ensure operational outcomes and service delivery. In Fiscal Year 2023, PWCS will conduct an assessment similar in scope to that conducted in 2017. This study will inform the Fiscal Year 2024 budget process, with the intent to implement recommendations in FY2024 and 2025.

GOALS AND STRATEGIES
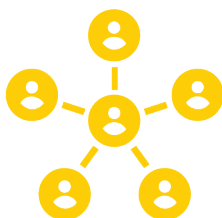
PWCS organizational design will be 100% optimized and aligned to facilitate the effective delivery of instruction and operational support

Develop and implement a plan to ensure adequate staffing levels and a leadership succession plan based on the results of a comprehensive staffing study.

In 2017, PWCS undertook an objective staffing study of the Central Administrative Offices to assess the effectiveness and efficiency of the central administrative functions in comparison to a regional set of benchmark school divisions. Since that time PWCS has not re-evaluated or re-benchmarked Division-wide

PWCS school administrators will spend no more than 10% of weekly hours on business administration

Implement a centralized shared services business model for core operational functions such as information technology, finance, human resources, and facilities.

PWCS is committed to supporting teaching and learning as the core functions of the School Division. As a result, school administrators must function as instructional leaders. Centralizing business and operational functions reduces the amount of time school leaders spend on functions other than instruction. PWCS is centralizing the purchase and distribution of technology across the School Division to ensure digital equity as well as to remove the need for school administrators to manage technology assets. Starting with the Fiscal Year 2023 budget, PWCS will identify areas of consolidation to improve organizational effectiveness and remove burdens from school

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administrators. This work will continue in subsequent fiscal years. PWCS will target the goal of school leaders spending no more than four hours per week on such functions by 2025.

All PWCS school administrators and senior leaders will have clear operational roles and responsibilities

Define and document site-based standards and operational requirements.

PWCS operates with a philosophy of site-based management, which allows for decision-making at the school level to support the instructional needs in each building. For an effective use of site-based management, it is critical that standards be established to define what is managed centrally and what is managed at the site level. PWCS commits to developing renewed standards for site-based management. By 2022-23, all administrators and leaders will receive training in the PWCS standards for site-based management.

100% of PWCS instructional and collaboration systems will meet information technology standards for security and interoperability

Utilize the same core learning, communication, productivity, and assessment systems Division-wide.

In order to achieve equitable access and learning in the classroom, ensure safety of student and employee information, and improve customer service and organizational coherence, the Division-wide use of the same technology platforms is crucial. In 2020-21, PWCS launched the use of Canvas as a Division-wide learning management system. By 2022-23, the expectation is that all teachers use Canvas consistently. The consistent use of Canvas allows students to access learning materials on an on-demand basis. Additionally, Microsoft will serve as the foundational productivity platform for all classrooms and offices for internal collaboration and communication by the start of school year 2022-23. In 2022-23, PWCS will develop a Data Governance and Application Approval process that clearly outlines the digital ecosystem and requirements for approvals.

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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 post-secondary 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)

- **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)

- **Climate** – school climate refers to 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)

- **Culturally Relevant Teaching** – connects instruction with students' life experiences, cultures, and languages to support their learning. (Mathematica, 2021)

- **Culture** – a school culture can be defined as 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)

- **Curriculum** – the lessons and academic content taught in a school or in a specific course or program.

- **Digital equity** – providing students equal access and opportunity to digital tools, resources, and services to support teaching and learning.

- **Disaggregated Data** – the presentation of data broken down into smaller units to analyze patterns and trends.

- **Diversity** – values and respects differences of each individual person regardless of race, ethnicity, age, gender, ability, religion, sexual orientation, national origin, or political ideology.

- **Discipline Disproportionality** – the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion. (VDOE, 2021)

- **Dual Enrollment** – students enrolled in both high school and college courses simultaneously.

- **Economically Disadvantaged** – defines a demographic group related to a student's eligibility for free or reduced lunch as defined under the National School Lunch and Child Nutrition Program, and students whose families participate in economic assistance programs.

- **Education Equity** – eliminating the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status or languages spoke at home. (VDOE, 2021)

- **English Learner** – students in need of additional resources and supports to fully participate in an English teaching and learning experience.

- **Environmental Literacy** – The Virginia Department of Education (VDOE) defines Environmental Literacy as "having the knowledge, skills and dispositions to solve problems and resolve issues individually and collectively that sustain ecological, economic and social stability."

- **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)

- **Equity Scorecard** – both a process and a data tool used to measure and evaluate a system's progress in the achievement of equitable outcomes. (Harris & Bensimon, 2007)

- **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)

- **Family Engagement** – shared responsibility between schools and families. This partnership allows families to be met where they are and authentically engaged in as key decision-makers and champions of their student's success. (NAFSCE, 2021)

- **Inclusion** – the ability to create conditions for all students and staff to feel welcomed, valued, and positioned for success.

- **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)

- **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 the 11th and 12th grades that emphasizes intercultural understanding and enrichment. It culminates in six rigorous subject exams. (International Baccalaureate, 2021)

- **Marginalized Students** – those that have been systematically excluded or relegated to lower educational opportunities. In Virginia specifically, it includes groups overrepresented in the VDOE's equity gap data: Black and Hispanic students, economically disadvantaged students, English Learners, and students with disabilities. (VDOE, 2021)

- **On-time Graduation Rate** – the four-year On-time Graduation Rate is Virginia's official graduation rate. This graduation rate is a cohort approach and includes the percent of students who graduate within four years of starting high school (VDOE, 2021). The formula does make adjustments for English Learners and students with disabilities who are allowed by law to take longer to graduate and still be counted as "on time."

- **Opportunity Gap** – describes the complex issues that contribute to achievement gaps and recognizes the historical and societal implications of the way race and class influence the education and access to support a student is likely to receive. (VDOE, 2021)

- **Persona** – the aspect of someone's character that is presented to others.

- **Positive Trust** - how much students believe their teachers behave in ways that are beneficial to their learning and their community.

- **Post-secondary Opportunities** – options beyond high school graduation that include college, university, technical school, career, or military experiences.

- **PSAT** – Pre Scholastic Assessment test administered during the 9th, 10th, or 11th grade. Participation in this assessment in 11th grade allows students to become eligible for the National Merit Scholarship Qualifying Test. (College Board, 2021)

- **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).

- **Rigor** – 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)

- **SOL** – Standards of Learning (SOL) describe the Commonwealth'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)

- **Sustainability** – The United Nations Brundtland Commission defined sustainability as that "which meets the needs of the present without compromising the ability of future generations to meet their own needs." (Brundtland, 1987)

- **Targeted Student Groups** – groups of students who need additional resources and supports to support their academic success.

- **Transgender** – umbrella term for any gender identity that differs from the one associated with the sex assigned at birth.

- **Underrepresentation** – refers to the lack of representation of a particular group within a course, program, or opportunity.

- **Undocumented Student** – is a student who is living in the United States without U.S. citizenship or other legal immigration status. All children residing within a School Division are entitled to enrollment in the public schools. (U.S. Department of Education, 2014)

- **Universal Design for Learning (UDL)** – a set of principles for curriculum development that gives all students an equal opportunity to learn. It provides a blueprint for creating flexible instruction that can be customized to meet individual needs.

- **Universal Precautions** – treat all students with care and are the manifestation of the healing-centered belief that any student may have been impacted by trauma. These precautions benefit all students because they reduce management challenges that consume teacher time and energy, increase all students' sense of safety and emotional well-being, and allow teachers to maintain a higher level of instruction.

- **VDOE** – Virginia Department of Education.

Research Bibliography

PWCS has a long-standing partnership with Hanover Research. In the development of this Strategic Plan, PWCS asked Hanover Research to conduct literature reviews and provide research references and summaries to support the PWCS Strategic Plan commitments and strategies. This research bibliography includes those references along with other research references utilized in the development of this plan.

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