

Prince William County Public Schools

Enterprise Elementary

2026-2027 School Continuous Improvement Plan

Mission Statement

Enterprise Elementary is a caring and collaborative learning community of critical thinkers and mindful leaders by:

- operating under a four-house system, four houses-one family, modeling the character traits of hope, kindness, strength, and perseverance.
- providing daily opportunities for academic conversation and productive struggle.
- providing leadership opportunities
- creating daily engaging lessons where we problem solve together.
- providing a safe learning environment where we take risks and own our learning

Vision

Enterprise Elementary is a caring and collaborative learning community of critical thinkers and mindful leaders.

Table of Contents

Comprehensive Needs Assessment 4

 Learning and Achievement for All 4

 Overall Instruction 8

 High-Quality Instructional Practices (HQIP) 8

 Student Ownership 8

 Positive Climate and Culture 13

 Family and Community Engagement 16

Strategic Priorities 18

Commitments 19

 Commitment 1: Learning and Achievement for All 19

 Commitment 2: Positive Climate and Culture 28

 Commitment 3: Family and Community Engagement 31

 Commitment 4: Organizational Coherence 34

Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Overall School Identification from 2024-25

Fully Accredited in 2024-25: 82.9 points

ELA: Reading Performance 19.77 out of 22.5

EL Progress: 6.13 out of 10

Reading Growth: 9.14 out of 12.5

Math Performance: 20.52 out of 22.5

Math Growth: 9.22 out of 12.5

Science Performance: 9.3 out of 10 points

On Track

Reading Current State

Reading SOL data trend for 3 years:

School Year	Grade	All Students	EL	SWD	Pass Advanced
2023-24	Overall	72.25%	61.25%	51.72%	9.83%
2024-25	Grade 3	59.21%	51.0%	66.7%	3.95%
2024-25	Grade 4	73.97%	75.7%	54.5%	9.59%
2024-25	Grade 5	66.67%	59.4%	50.0%	7.41%
2024-25	Overall	66.50%	50.56%	59.26%	6.90%
2025-26	Grade 3	58.50%	54.1%	22.2%	6.20%
2025-26	Grade 4	59.70%	56.0%	25.0%	6.90%
2025-26	Grade 5	72.50%	68.3%	9.1%	7.50%
2025-26	Overall	64.10%	59.4%	17.9%	6.90%

SOL Data Analysis: Across all grades, the overall performance decreased slightly, moving from 66.5% in 2024–25 to 64.1% in 2025–26, a decline of 2.4 percentage points. At the subgroup level, the trends were mixed: EL performance improved from 50.56% to 59.4% (+8.84 points), SWD performance declined sharply from 59.26%

to 17.9% (-41.36 points), and PA remained flat overall at 6.9%. The strongest area of growth was among English Learners (ELs), while the most urgent concern is the significant decline in SWD performance across all grade levels. Focus on improving outcomes for SWD through stronger instruction and progress monitoring, address Grade 4 declines with targeted Tier 1 support, and scale effective EL strategies across grades. There is a significant need to increase opportunities for students to engage in rigorous reading, discussion, writing, and justification of thinking to improve both proficiency and advanced performance. Additionally, it will be important to implement consistent data cycles to guide instruction and monitor student progress. Core extension will need structures and systems, with monitoring, to be implemented effectively. The SPED Reading SOL data shows very low performance overall, with a pass rate of 11.5%, and the greatest concern is Grade 5, where only 1 out of 11 students passed. The data also identifies three case manager/grade groups with 0% passing, suggesting a need for immediate review of student reading needs, IEP alignment, instructional supports, and intervention planning. Recommended next steps for case managers include individual student data analysis, targeted intervention planning, stronger alignment between IEP goals and reading instruction, consistent accommodation use, and ongoing progress monitoring.

HMH growth:

Grade	2025-26 On/Above Grade Level	2024-25 On/Above Grade Level	EL	SWD
2nd	60.0%	59.6%	56.0%	56.0%
3rd	60.0%	44.4%	44.0%	33.0%
4th	52.0%	52.1%	41.7%	0.0%
5th	60.0%	43.4%	25.0%	17.0%
Overall	58.0%	49.7%	41.75%	26.5%

HMH Analysis:

Overall, the percentage of students reading On or Above Grade Level (O/AGL) increased from 49.7% to 58.0%, indicating that instructional efforts are positively impacting many students. The most notable gains occurred in Grades 3 and 5, where on-grade-level performance increased by 15.6 percentage points and 16.6 percentage points, respectively. These gains suggest that instructional practices in these grade levels are strengthening students' ability to comprehend grade-level texts.

In contrast, Grades 2 and 4 remained relatively flat, indicating that current instructional approaches are maintaining, but not accelerating, student growth. While overall achievement improved, significant subgroup disparities remain. English Learners continue to perform below their peers in Grades 3–5, and Students with Disabilities remain the lowest-performing subgroup, with only 26.5% reading on or above grade level overall and 0% of Grade 4 SWD students reaching grade-level expectations.

Persistent achievement gaps for ELs and SWDs suggest that while all students may be receiving the same instruction, they are not consistently receiving the scaffolds needed to access grade-level text. This may indicate inconsistent implementation of: language supports, vocabulary instruction, structured discourse, lack of consistent access to rigorous tier 1 instruction, and strategic small-group instruction.

The improvement in overall performance alongside persistent subgroup gaps suggests teachers are effectively moving students who are already near proficiency but are less successful accelerating students furthest from proficiency. This often indicates that: all students are not successfully practicing reading skills aligned to the rigor of the standard, small-group instruction is not sufficiently skill-specific, intervention is not closely aligned to identified comprehension deficits, progress-monitoring data is not consistently driving instructional adjustments.

The HMH data also suggests that students may not consistently have opportunities to: independently read complex grade-level text, justify responses using evidence from the text, participate in structured academic discourse, apply comprehension strategies across multiple texts, engage in extended written responses about reading. Students may be completing reading tasks, but not consistently engaging in the cognitive work necessary to deepen comprehension.

VALLSS:

Grade	Total tested	Low Risk %	Moderate Risk %	High Risk %
Kindergarten	57	70.1%	15.8%	14%
First grade	54	42.59%	22.22%	35.19%
Second grade	38	39.4%	29.1%	31.5%

The VALLSS end-of-year data demonstrates strong foundational literacy outcomes in Kindergarten, with 70.1% of students in the Low Risk category and only 14% identified as High Risk. This suggests that core Tier 1 instruction in Kindergarten is generally effective and that explicit foundational literacy instruction is resulting in strong early reading acquisition.

The data becomes more concerning in Grades 1 and 2. The percentage of students in the Low Risk category declines sharply from 70.1% in Kindergarten to 42.6% in Grade 1 and 39.4% in Grade 2, while the percentage of students identified as High Risk more than doubles to 35.2% in Grade 1 and remains elevated at 31.5% in Grade 2. These trends suggest that many students who demonstrated early success in Kindergarten are not sustaining foundational literacy growth as instructional demands increase.

The data suggests several instructional implications to include Kindergarten Tier 1 foundational literacy instruction appears strong, with effective implementation of explicit phonics and early literacy routines. Grades 1 and 2 may not be consistently providing differentiated Tier 1 instruction as students transition from learning foundational skills to applying those skills in increasingly complex reading tasks. The decline from mid-year to end-of-year suggests that progress-monitoring data may not be consistently driving instructional adjustments, particularly for students in the Moderate Risk category who are at risk of moving into the High Risk category. The data also suggests that small-group instruction may not be occurring with sufficient frequency, intensity, or precision, particularly after mid-year when student needs become more individualized.

The VALLSS data also provides insight into what students are (or are not) experiencing instructionally. Students likely have consistent opportunities to practice foundational skills in Kindergarten, resulting in strong early outcomes. However, in Grades 1 and 2, students may not consistently experience: targeted practice based on identified skill deficits, immediate instructional responses following progress monitoring, sufficient opportunities to apply newly learned foundational skills independently, repeated opportunities to master prerequisite skills before moving to more complex literacy tasks.

The increase in High Risk students suggests that many students are not receiving enough intentional practice on the specific foundational skills identified through VALLSS before gaps widen.

Reading Walkthrough Data Analysis: The reading walkthrough data shows that foundational reading has stronger implementation than comprehension overall, with the highest results in Culture of Learning, Aligned Content, Teacher Directed Instruction, and HQIM, especially in kindergarten through third grade where several areas are at or near 100%. In contrast, Student Practice and Assessment and Differentiation in foundational reading are lower, with notable declines in grade 4 & 5. In comprehension, schoolwide strengths include Culture of Learning and HQIM, while High Quality Questions and Tasks and Student Ownership remain the lowest areas across grade levels. The data suggests that reading instruction has a strong structural foundation, but there is a need to strengthen opportunities for students to do more of the thinking, engage more deeply with complex texts and tasks, and receive instruction that is more responsive to their learning needs.

WIDA Results:

24-25: 60.6% met expected growth

25-26: 78.3% met expected growth

When comparing results from 24-25 to 25-26, the percent of students that met the expected growth, K had a 4.3% increase, 1st grade had a 29% decrease, 2nd grade had a 21% increase, 3rd grade had a 7.6% increase, 4th grade had an 11.7% increase, 5th grade had a significant increase of 36.4% of students that met the expected growth compared to the previous year. The data also shows that 1st grade is the only grade that had a decrease in expected growth compared to the previous year. There is a need for targeted instructional adjustments, stronger progress monitoring, and increased alignment between EL and core instruction in grade 1.

Math Current State:

School Year	Grade	All Students	EL	SWD	Pass Advanced
2024-25	Grade 3	73.1%	69.8%	44.4%	5.1%
2024-25	Grade 4	64.9%	63.2%	27.3%	5.4%
2024-25	Grade 5	74.1%	68.8%	37.5%	11.1%
2024-25	Overall	70.4%	67.5%	35.7%	6.8%
2025-26	Grade 3	60.0%	59.5%	22.2%	12.3%
2025-26	Grade 4	65.3%	64.0%	25.0%	5.6%
2025-26	Grade 5	75.0%	75.6%	0.0%	7.5%
2025-26	Overall	67.3%	66.4%	14.3%	8.3%

SOL Data Analysis:

Overall, Math SOL performance declined slightly from 70.4% to 67.3%, driven primarily by a significant decrease in Grade 3 performance and a sharp drop in Students with Disabilities (SWD) outcomes across grades. While Grade 4 remained stable and Grade 5 showed strength, particularly with improved EL performance, achievement gaps widened for SWD and remained substantial for PA students. These results indicate a need to strengthen core instruction in Grade 3, intensify targeted supports for SWD, and replicate effective instructional practices—especially those supporting EL success—to improve outcomes across all student groups. Teacher-level SOL data shows mixed performance across grade levels, with strengths in Grades 3 and 5 and a significant area of concern in Grade 4. Grade 3 demonstrated the strongest improvement, as all three teachers increased from the prior year, while Grade 5 also showed positive growth among comparable teachers and included the highest current-year result in the dataset. In contrast, Grade 4 showed notable declines for the teachers with comparable data, suggesting a need for closer analysis of instructional practices, alignment, and targeted support. Overall, the data reflects modest improvement across comparable teachers, but inconsistent results by grade level indicate the need to replicate effective practices from higher-performing classrooms while strengthening support in lower-performing areas. The SPED Math Data indicates that SPED Math SOL performance is a significant area of concern, with 3 of 26 students passing (11.5%) overall. Grade 4 had the strongest results at 28.6%, Grade 3 had 12.5%, and Grade 5 had 0%, making Grade 5 the most urgent need. The data also shows that Level 2 groups had no students pass, suggesting a need for more intensive supports, closer alignment of instruction and accommodations, and targeted intervention based on student skill gaps.

Math Walkthrough Data Analysis:

Walkthrough data indicates that HQIP and student ownership are lower performing areas, as is implementation of HQIM. This suggests that while classrooms have structures and routines, task alignment to the rigor of the standard is not strong, engagement of students in explaining and justifying their thinking through visual models and representations and/or written responses are lacking, students are not consistently engaged in deep thinking, discourse, or independent problem-solving. Additionally, walkthroughs show that student ownership, providing feedback to students, and student persevering were consistently low across teams. This pattern highlights a key opportunity to strengthen practices that promote student ownership, mathematical reasoning, and productive struggle, ensuring that students are doing the majority of the cognitive work during instruction. Walkthrough findings suggest greater implementation of instructional practices than is reflected in student performance data, indicating a need to strengthen walkthrough calibration and ensure feedback accurately reflects instructional quality.

Year	All	EL	SWD	Pass Advanced
2023-24	58.82%	25%	50%	7.84%
2024-25	66.67%	56.3%	37.5%	5.6%

Science Current State

Science SOL Data

Year	All	EL	SWD	Pass Advanced
2025-26	64.2%	57.1%	8.3%	9.9%

End Unit Assessments

4th Grade SY24-25: 25.7%, SY25-26: 32.56%

5th Grade SY24-25: 66.59%, SY25-26: 59.22%

Science performance has fluctuated over 3 years 58.82 to 66.6 to 58.8 demonstrating inconsistent growth and lack of sustained improvement. Significant disparities with SWD decreasing significantly over 3 years. EL has remained unchanged over the last 2 years.

Walkthrough data:

Overall Instruction

Indicator	Result
Alignment to Content	91%
Alignment to Rigor	67%

High-Quality Instructional Practices (HQIP)

Indicator	Result
Leverage student prior knowledge	46%
Support to make sense of disciplinary core ideas through relevant phenomena	54%
Facilitate summary of the learning to reinforce purpose	53%
Deliberate checks for understanding and adapt lesson	69%

Student Ownership

Indicator	Result
Students do majority of the work	47%
Students express, clarify, justify, interpret, explain, and represent their ideas	60%
Students talk about and ask questions about each other's thinking to clarify	27%
Students share their developing thinking	40%
Students evaluate and revise thinking	20%
Students use scientific language appropriate	40%

Instructional walkthrough data shows that while content alignment was strong (91%), rigor (67%) and HQIP remained inconsistent. Key gaps include limited use of student prior knowledge, inconsistent engagement with scientific phenomena. Student ownership indicators were also low with student discourse at 27%, revising

thinking at 20% and students doing majority of cognitive work at 47%.

Structures at Enterprise from 2025-26:

Leadership Structure: The CIP Team met monthly on the first Tuesday of the month. At CIP meetings, current data was discussed in addition to needed adjustments. The CIP team consists of all coaches, all admin, school counselor, ESOL rep, SWD rep., and K-2 and 3-5 rep. Administration held weekly meetings however this fell off towards the end of the year.

Master Schedule: Due to 4th and 5th grade strings, this is first used to guide placement. EL/SWD planning is the primary for placements. We have placed core extension throughout the day to allow for VALLSS tutors to press in during this time. This also allows for Title 1 Math and Title 1 reading to push in for small group remediation.

Service Delivery Model: All teams co-teach for EL. Majority of our SWD time is pull out except for 4th and 5th grade. Our model this year was not effective for SWD. EL has been difficult for 3rd and 4th grade as they have had over 36 students (Level 1-4) which means we need more than 1 teacher to provide ELD. Our EL growth went down a bit from previous years, with the least amount of growth at 2nd and 3rd grade. Most growth is seen at grades 4th and 5th.

CLTS were held on Tuesdays for Language Arts and Wednesdays for Math. This year we started in the CLT cohort and we were focusing on Teacher say/do and Student say/do using the template from Alycia Hakes. We adjusted CLTs in December as teachers were not coming prepared to CLT. A discussion of formative assessment for the first 7-10 minutes and then working through the powerpoint questions. Some emphasis was placed on DOK level questions, not to the extent necessary to ensure student discourse and engagement in tasks that align to the rigor of the standard.

Observational Walkthrough: Walkthrough data was gathered by administration, the reading specialist, math coach, and both title 1 teachers. Norming of the use of the walkthrough tool and expectations was not consistent and therefore, walkthrough data may not be reliable.

Learning and Achievement for All Desired Future State

Reading Desired Future State

The PWCS Elevate 2030 Strategic Plan outlines the following pass rates for Reading:

85% of students will pass Reading Standards of Learning (SOL) test.

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

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

In analyzing our reading data...

- SOL pass rates declined this year, with significantly poor performance for SWD across grade levels, and decreased student performance in grades 3 and 4. indicating a need to increase rigor and depth of student thinking.
- EL performance has shown overall growth, but fluctuates from year to year.
- All grade levels are performing below the expected target on the Reading SOL. And grade 1 and 2 saw decreases to minimal progress for VALLSS.
- A majority of services for SWD were provided in a pull out setting while a majority of EL services were in the general education classroom. In analyzing the quality of the pull out services, SPIRE was utilized, and there was no alignment to skills students are learning in the general education setting. Furthermore, IEP goal analysis reveals that IEP goals are not aligned to grade level expectations.
- K–2 students are receiving UFLI instruction; however, pacing does not consistently meet student needs due to existing skill gaps. Kindergarten saw better results

compared to grades 1 and 2. Additionally, there are inconsistent practices for revisiting and reinforcing skills that students have not yet mastered. Walkthrough data shows task alignment to the rigor of the standard was not strong in grades 1 and 2.

- Walkthrough data shows there is inconsistent implementation of rigorous, standard-aligned Tier 1 instruction, particularly in student discourse, justification of thinking, and aligned scaffolds.
- Core extension was not utilized as it should be to provide remediation and acceleration for students based on data.
- This variability in high-quality instructional practices impacts overall achievement outcomes for all students. Moving forward, students will consistently experience rigorous Tier 1 literacy instruction that requires discourse, justification of thinking, and independent application of comprehension strategies across all classrooms.

Impact Goal: By June 2027, 75% of students will pass the reading SOL. By June 2027, 50% of students with disabilities will pass the reading SOL.

Impact Goal: By June 2027, 75% of students will be reading on or above grade level.

Progress toward these outcomes will be monitored throughout the year using multiple interim data sources to ensure timely instructional adjustments. These include STAR growth and proficiency data, common formative assessments analyzed during CLTs, and student work samples. In addition, observation and walkthrough data will be used to monitor the consistency of Tier 1 instructional practices, including student discourse, use of text evidence, and level of cognitive demand. For grades K-2, VALLSS benchmark data and UFLI progress monitoring tools will be used to track early reading skills and identify students requiring targeted intervention. Data will be reviewed every 2 weeks to assess progress toward grade level reading skills, identify trends across subgroups, and inform instructional decision-making. This ongoing monitoring will ensure that adjustments are made in real time rather than relying solely on end-of-year SOL results.

Math Desired Future State

The PWCS Elevate 2030 Strategic Plan outlines the following pass rates for Math:

- 85% of students will pass Math Standards of Learning (SOL) test.
- All student groups will increase pass/advanced rates on math SOL test by 10 percentage points.

In analyzing our math data...

- Math SOL pass rates have declined; significant declines were seen for SWD. Advanced pass rates remain relatively low and EL performance has remained fairly consistent. These results indicate a need to increase tier 1 instructional practices, increase student time on tasks aligned to the rigor of the standard, and increase the depth of student thinking through questioning and structures to facilitate this.
- End-of-unit assessment data in Grades 3–5 remains significantly below desired levels, suggesting gaps in consistent mastery of grade-level standards throughout the year.
- Significant declines were seen in grades 3 and 4, with grade 5 remaining consistent. Gaps across teams indicate collaborative planning, instructional practices, student practice, and monitoring of learning are not meeting the demand of the grade level standards.
- By June 2027, 75% of students will pass Math SOL
- By June 2027, 40% of SWD will pass Math SOL.
- All student groups will increase pass advanced rates on math SOL by 10 % points.

Impact Goal: By June 2027, 75% of students will pass the Math SOL, with an increase in pass/advanced rates by at least 10 percentage points for all subgroups. SWD will have a pass rate of 50% or more and ELLs will have a pass rate of 73% or more.

Across all student groups, the greatest challenge is ensuring consistent implementation of rigorous, standards-aligned Tier 1 math instruction. Moving forward, students will consistently engage in rigorous mathematics instruction that requires reasoning, discourse, use of CRA representations, and justification of mathematical thinking. Implementation will be monitored through calibrated walkthroughs, CLT evidence, lesson plan reviews, student work analysis, and biweekly progress monitoring cycles to ensure instructional practices are implemented consistently across classrooms.

Science Desired Future State

The PWCS Elevate 2030 Strategic Plan outlines the following pass rates for Science: All student groups will increase pass/advanced rates on science SOL test by 10 percentage points.

In analyzing our science data...

- Overall, science data declined slightly for all students, with SWD showing significant learning gaps, and low pass advanced rates from year to year.
- Current performance data shows an overall Science SOL pass rate of 64.2%, which remains below the 75% goal.
- Walkthrough data indicates a need for students to consistently participate in inquiry-based science instruction that includes scientific discourse, CER, hands-on investigations, conceptual application, and opportunities to synthesize learning through all phases of the 5E instructional model.
- Science instruction and student practice of science skills have not been a priority across all grade levels.
- Formative assessments aligned to the rigor of the science standards are not utilized to monitor student learning throughout the learning process and used to drive instructional decisions.

Impact Goal: By June 2027, 75% or more of students will pass the Science SOL.

Impact Goal: By June 2027, 20% or more of students will earn pass advanced on the Science SOL.

Progress toward these outcomes will be monitored throughout the year using multiple data sources, including end-of-unit science assessments, common formative assessments, student work samples from hands on learning experiences, and walkthrough/observation data aligned to the 5E instructional model. Walkthroughs will specifically track the level of inquiry-based instruction, student discourse, student engagement in hands on learning experiences with use of science academic language to explain and justify their thinking. CLTs will regularly analyze student work and assessment data to identify misconceptions and adjust instruction. Additionally, hands on learning experiences will be monitored and reflected on for the impact on student understanding of skills. These ongoing data cycles will ensure progress is monitored consistently and instructional adjustments are made in real time, rather than relying solely on end-of-year SOL results. Implementation will be monitored through calibrated walkthroughs, CLT evidence, lesson plan reviews, student work analysis, and biweekly progress monitoring cycles to ensure instructional practices are implemented consistently across classrooms.

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): Ensure all students consistently experience rigorous Tier 1 reading instruction that requires independent reading, thinking, discourse, and written responses aligned to grade-level standards.

Root Cause: Enterprise lacks a clearly defined and consistently monitored framework for Tier 1 reading instruction that ensures students engage in independent reading, discourse, text-based responses, and higher-order thinking tasks. As a result, leadership monitoring, feedback, and collaborative planning are not consistently focused on the instructional practices necessary to improve reading achievement.

Strategic Priority 2 (Prioritized): Strengthen Tier 1 math instruction to consistently engage students in mathematical discourse, multiple representations, and CRA-based problem

solving to demonstrate mastery of grade-level content.

Root Cause: Enterprise lacks a clearly defined and consistently implemented framework for strong Tier 1 math instruction that ensures all students, particularly Students with Disabilities, engage in CRA-based learning, mathematical discourse, and scaffolded access to rigorous grade-level tasks.

Strategic Priority 3 (Prioritized): Strengthen inquiry-based science instruction through scientific discourse, Claim-Evidence-Reasoning (CER), conceptual application, and student ownership.

Root Cause: Enterprise lacks a clearly defined and consistently monitored framework for inquiry-based science instruction that ensures students engage in scientific discourse, Claim-Evidence-Reasoning, conceptual application, and revision of thinking throughout all phases of the 5E model.

Positive Climate and Culture

Positive Climate and Culture Current State

Chronic Absenteeism :

	2023-24	2024-25	2025-26
Overall	12.2%	11.56%	11.54%
Kinder	21.88%	14.04%	21.05%
First grade	16.92%	13.85%	23.08%
Second grade	5.56%	10.45%	9.52%
Third grade	9.59%	12.82%	8.45%
Fourth grade	7.41%	10.53%	10.13%
Fifth grade	12.24%	7.57%	8.43%
EL	13.24%	9.22%	12.04%
SWD	12.07%	17.46%	19.67%

Overall chronic absenteeism is showing a decreasing trend over 3 years. There was an increase in SWD being chronically absent, along with kindergarten, first grade, fifth grade and EL students from the 2024-25 school year to the 2025-26 school year.

In reviewing student absenteeism report from attendance officer, we have not been following our PWCS attendance protocols with fidelity. Currently 43 students with a need for initial conferences. It would appear there needs to be clear expectations and targeted plan of the attendance team and their role to decrease chronic absenteeism, increased communication and clear expectations between the attendance team and teachers, increased communication between the school and families with students who have significant chronic absenteeism concerns, increased focus and interventions with students who have demonstrated a pattern with being chronically absent, and clear monitoring systems with communication to school staff and families.

Discipline:

Slight increase in exclusionary discipline. Up 1.1%. SPED is 2.9% but is the same 2 students who are both going to more restricted environments. but this is below division of 1.4%

Gallup Data

Student:

Engagement 4.23 to 4.09 (lowest area was I get to do my best every day 3.48.

Hope: 4.17 to 4.01

Belonging: 4.13 to 3.75 (My classmates care about me was lowest)

Social Emotional: 3.61 to 3.52 (when I am angry...2.91

Staff Gallup Data:



Staff Upbeat Data:

Areas of least positive responses and declined from 2024-25 UpBeat data:

Appreciation: 56%

Teacher Voice and Leadership: 60%

Professional Development: 63%

Collaboration: 66%

Principal/ Teacher Trust: 67%

Instructional Ldrshp: 69%

School Safety/ Order: 70%

Care and Commitment: 72%

Belonging and Wellbeing: 73%

Self Efficacy: 77%

Survey Analysis:

A common theme across both student and staff data is the need to strengthen relationships, belonging, voice, and ownership. Students report feeling less connected to peers and less confident in managing emotions, while staff indicate lower perceptions of appreciation, collaboration, and opportunities to influence school decisions. These findings suggest that future improvement efforts should prioritize building a stronger collaborative culture, increasing opportunities for meaningful student and staff voice, recognizing contributions, and intentionally fostering belonging and connectedness throughout the school community.

Student Survey Trends

Student survey results show slight declines across all four Gallup domains. Engagement decreased from 4.23 to 4.09, with the lowest-rated item, *"I get to do my best every day,"* (3.48), suggesting students may not consistently perceive opportunities to demonstrate their best work or be appropriately challenged. Hope declined from 4.17 to 4.01, indicating a slight decrease in students' optimism about their future. The most notable decline occurred in Belonging, which decreased from 4.13 to 3.75. Students rated *"My classmates care about me"* as the lowest item, indicating peer relationships and connectedness are an area of concern. Social-Emotional Learning also declined slightly from 3.61 to 3.52, with the lowest rating (2.91) related to managing emotions when angry, suggesting students need additional support in self-regulation and conflict resolution.

Staff Climate Trends

Staff perception data reflect similar patterns. Gallup Engagement Hierarchy results indicate that employees continue to feel their basic needs are met (4.04), but lower ratings in teamwork and belonging (3.49) and growth opportunities (3.61) suggest staff are seeking stronger collaboration, professional growth, and a greater sense of connection within the organization. Individual contribution (3.69) also indicates opportunities to strengthen staff recognition and empowerment.

UpBeat survey results further reinforce these trends. The greatest declines occurred in Appreciation (56%), Teacher Voice and Leadership (60%), Professional Development (63%), and Collaboration (66%), suggesting staff desire increased recognition, greater involvement in decision-making, and more meaningful collaborative learning opportunities. Declines in Principal-Teacher Trust (67%) and Instructional Leadership (69%) also indicate opportunities to strengthen communication, feedback, and shared leadership practices. Although School Safety and Order (70%), Care and Commitment (72%), Belonging and Wellbeing (73%), and Self-Efficacy (77%) remained relatively positive, these areas also experienced decreases compared to the previous year.

Structures in place to focus on Positive Climate and Culture:

We completed both staff and student in house surveys around areas of focus from our CIP. The area where we had our largest decrease was this area of focus in social and emotional learning from 3.61 to 3.52. This is one area where we are lower than the division.

Leader in Me: While we didn't have a large focus across this, some teachers continued to teach the lessons. All classrooms had access to the lessons and resources. All classrooms were expected to have leadership portfolios. Guidance did Student of the Month with picture posted in the hallways.

We have a house system (4 Houses, 1 Family). All staff are divided into houses. Students earn house points for good behavior. We use critter coins to track the house points. As a school, we did not spend time celebrating the house that had the highest points per quarter as we should have. We did not do house meetings this year. As there was no consistency or clearly defined expectation of how to implement and utilize the house system to enhance positive climate and culture, staff and student engagement was minimal.

Attendance: We have monthly attendance meetings to monitor chronic absenteeism. Based on the previous years chronic absenteeism data, the team conducted proactive phone calls to parents to inform them of the importance of regular attendance. These students had an attendance plan that was monitored through MTSS. They also had an attendance incentive plan where they earned stickers and rewards for good attendance. We had monthly attendance challenges, daily attendance recognition, and those students who had less than 10 absences all year earned a reward. The attendance officer was utilized as part of the team to reinforce the attendance regulation.

Positive Climate and Culture Desired Future State

Based on our data, the greatest challenge is across kindergarten and first grade chronic absenteeism rates. These rates are above 20%. We see the academic impact across VALLSS and Momentum math with the lowest grade level of academic growth being 1st grade.

The PWCS Elevate 2030 Strategic Plan outlines the following target for attendance to include will actively employ positive reinforcement strategies from Attendance Works across all schools, such as regularly highlighting students and classes that meet attendance goals.

In analyzing our data, Enterprise will focus on decreasing chronic absenteeism for commitment 2.

By June 2027, kindergarten, first grade, and SWD chronic absenteeism rates will decrease by 5% (both grade levels at or below 15%).

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1 (Prioritized): Strengthen Enterprise's attendance monitoring, communication, and intervention system to improve consistent student attendance, particularly for Kindergarten, Grade 1, EL and Students with Disabilities.

Root Cause: Enterprise has inconsistent implementation of attendance plans and follow up from previous years.

Family and Community Engagement

Family and Community Engagement Current State

Gallup Family Engagement Results:

Increased participation from 63 parents who completed the survey last year to 84 this year.

Family Engagement: 4.53 to 4.24

School Environment: 4.45 to 4.42

Academic Standards: 4.23 to 4.09

Personalize Learning: 4.48 to 4.34

Communication and Involvement: 4.40 to 4.30

Leadership: 4.50 to 4.47

Analysis: We are still well above division family engagement survey results. Greatest decline was in overall Family Engagement but academic standards are lowest at 4.09.

Use of Parent Liason:

The parent liaison is utilized to communicate and support family engagement through work in translating and interpreting for families speaking other languages, conducting monthly volunteer training for parents, organizing and leading the implementation of the Enterprise Food Pantry, communicating with the business partnerships, sending school status messages to families for schoolwide events, serving on the attendance team and communicating with specific families regularly, collaborating with the assistant principal and school counselor to build relationships and provide clarity for special education families, etc..

Business Partnerships in 2025-26:

Boxes of Basics and the PWC CHOW Wagon

Food Pantry: Funded through SPARK and in Partnership with CHOW Wagon.

Family Engagement Evening Events:

This year we held several family engagement events (in person, on zoom, offered one on one) in regards to reading and reading plans. These all had very low attendance. The Title 1 team also attempted to hold math night and ideas for summer learning night in which no families attended. It is unclear as to the extent and timeliness of the communication that was provided to families about these events. The largest family engagement events that were attended was “trunk or treat” and “multicultural night” and “bookfair.” It is unclear as to if a survey was conducted with families regarding facilitation of family engagement nights.

Enterprise Advisory Council:

This year, Enterprise earned an 18/20 for advisory council as although meetings were held monthly, attendance mainly consisted of staff members and a few families. Additionally, meetings were held on zoom. A recommendation has been made to revisit the structures in place for advisory council at Enterprise and discuss potential adjustments to engage more families in the learning environment. It is also unclear as to the communication that was conducted regarding advisory council meetings and topics for discussion.

The 2025-26 CI Plan goal was to focus on increasing academic communication on Gallup from 4.24 to 4.30. We met this goal and had over 20 more parents participate. We continue to be .34 above the division average.

Family and Community Engagement Desired Future State

The PWCS Elevate 2030 Strategic Plan outlines the following target for Commitment 3:

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

- * PWCS will achieve a 10% increase in the family engagement index as measured by the Gallup Family Engagement Survey.
- 85% of targeted students and families will receive opportunities to work together to become workforce ready.
- 85% of newcomers, English-learner families, military-connected families, and families of students with disabilities reporting a fully engaged educational environment that is welcoming and creates a sense of belonging.

In analyzing our data...

We know through research there is a direct correlation between family understanding of academic standards and academic achievement.

By June 2027, we will improve academic standards from 4.09 to 4.30 on the Gallup Survey. With an increased focus on increasing kindergarten, first grade, and special education families awareness of academic standards to know how to support their children at home to assist in increasing student achievement on VALLS and Momentum Math performance.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1 (Prioritized): Strengthen family understanding of academic standards through consistent, proactive communication and meaningful family learning opportunities that increase families' capacity to support student learning at home.

Root Cause: The school lacks a clearly defined and consistently implemented system for communicating academic expectations and building family capacity to support student learning throughout the school year. As a result, families do not consistently understand grade-level standards or participate in opportunities that build their capacity to support learning at home.

Strategic Priorities

Strategic Priority 1: Ensure all students consistently experience rigorous Tier 1 reading instruction that requires independent reading, thinking, discourse, and written responses aligned to grade-level standards.

Root Cause 1: Enterprise lacks a clearly defined and consistently monitored framework for Tier 1 reading instruction that ensures students engage in independent reading, discourse, text-based responses, and higher-order thinking tasks. As a result, leadership monitoring, feedback, and collaborative planning are not consistently focused on the instructional practices necessary to improve reading achievement.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Strengthen Tier 1 math instruction to consistently engage students in mathematical discourse, multiple representations, and CRA-based problem solving to demonstrate mastery of grade-level content.

Root Cause 2: Enterprise lacks a clearly defined and consistently implemented framework for strong Tier 1 math instruction that ensures all students, particularly Students with Disabilities, engage in CRA-based learning, mathematical discourse, and scaffolded access to rigorous grade-level tasks.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Strengthen inquiry-based science instruction through scientific discourse, Claim-Evidence-Reasoning (CER), conceptual application, and student ownership.

Root Cause 3: Enterprise lacks a clearly defined and consistently monitored framework for inquiry-based science instruction that ensures students engage in scientific discourse, Claim-Evidence-Reasoning, conceptual application, and revision of thinking throughout all phases of the 5E model.

Strategic Priority 3 Areas: Learning and Achievement for All

Strategic Priority 4: Strengthen Enterprise's attendance monitoring, communication, and intervention system to improve consistent student attendance, particularly for Kindergarten, Grade 1, EL and Students with Disabilities.

Root Cause 4: Enterprise has inconsistent implementation of attendance plans and follow up from previous years.

Strategic Priority 4 Areas: Positive Climate and Culture

Strategic Priority 5: Strengthen family understanding of academic standards through consistent, proactive communication and meaningful family learning opportunities that increase families' capacity to support student learning at home.

Root Cause 5: The school lacks a clearly defined and consistently implemented system for communicating academic expectations and building family capacity to support student learning throughout the school year. As a result, families do not consistently understand grade-level standards or participate in opportunities that build their capacity to support learning at home.

Strategic Priority 5 Areas: Family and Community Engagement

Commitments

Commitment 1: Learning and Achievement for All

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish and consistently monitor a Tier I Reading Instructional Framework that includes explicit comprehension instruction, independent reading, academic discourse, student use of text evidence, and data-driven instructional adjustments through collaborative learning teams, coaching, and weekly walkthroughs with actionable feedback,	then teachers will consistently provide rigorous, standards-aligned instruction that increases student ownership, critical thinking, and the use of evidence while reading and writing, while using assessment data to adjust instruction and interventions.	75% of students will pass the Reading SOL, 50% of students with disabilities will pass the Reading SOL, 67% of EL students will pass the Reading SOL, and 75% of students will be reading on or above grade level.

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, 75% of students will pass the reading SOL, 50% of students with disabilities will pass the reading SOL, and 67% of EL students will pass the reading SOL.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, 75% of students will be reading on or above grade level as measured by STAR.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of observed Tier I reading classrooms will demonstrate implementation of the Tier I Reading Instructional Framework, explicit comprehension instruction, independent reading, academic discourse, student use of text evidence to support thinking, evidence-based writing, formative assessment, and data-driven responses to make instructional adjustments as measured by bi-weekly walkthroughs and feedback tools.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Develop, communicate, implement, and monitor the Tier I Reading Instructional Framework.

Clearly define the instructional non-negotiables (explicit comprehension instruction, independent reading, academic discourse, student use of text evidence to support thinking, evidence-based writing, formative assessment, and data-driven small groups).

Utilize weekly walkthroughs and feedback cycles to monitor implementation and close the feedback loop.

Target Start Date: August 24, 2026

Target End Date: December 18, 2026

Deliverables/Evidence: Reading non-negotiable tier 1 instructional framework to be implemented in all classrooms for ELA.

Staff Responsible for Monitoring: administration and instructional leadership team

Progress Monitoring Frequency and Tools: weekly walkthrough feedback tool; August through December, 2026

Incomplete

Progress Notes: None

Significant Action 2: Strengthen CLTs to focus on designing learning and analyzing impact. Teams will collaboratively establish how instruction and student practice will look and sound like (design the learning), analyze data and student work to determine instructional responses, develop and implement small group and Core Extension plans/interventions aligned to the rigor of grade level standards based on formative and summative data.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: CLT plans, data analysis protocols, core extension plans

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: weekly, using CLT protocol; rubric for ILT to use in analyzing CLT plans, data analysis, core extension plans; August through May

Incomplete

Progress Notes: None

Significant Action 3: Build teacher capacity through coaching cycles.

Reading specialists and the instructional coach facilitate lesson studies, provide professional learning, and provide targeted coaching aligned to walkthrough evidence and student performance data, with an emphasis on increasing student discourse, evidence-based responses, and higher-order thinking.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: evidence of coaching cycles and walkthrough feedback to show evidence of impact in the classroom

Staff Responsible for Monitoring: administrators and reading instructional leadership team

Progress Monitoring Frequency and Tools: monthly through instructional leadership team agenda

Incomplete

Progress Notes: None

Significant Action 4: 100% of teachers will utilize and implement CLT plans with fidelity during Tier 1 instruction, small groups, core extension, and interventions as monitored by targeted classroom observations, actionable feedback, and student outcomes.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: CLT plans, walkthrough feedback tools, data analysis protocols and/or student work sample analysis

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: weekly

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish and consistently monitor a Tier I Math Instructional Framework that supports teachers through collaborative planning, data analysis, coaching, and feedback to implement CRA-based instruction, mathematical discourse, multiple representations, student justification of thinking, and scaffolded access to rigorous grade-level tasks,	teachers will consistently provide standards-aligned mathematics instruction that requires students to explain and justify their thinking, use multiple representations, engage in productive struggle, and apply formative assessment data to adjust instruction and interventions.	75% of students will pass the Math SOL, 75% of EL students will pass the math SOL, 50% of students with disabilities will pass the Math SOL, and all student groups will increase pass advanced rates on the Math SOL by 10 percentage points.

Strategic Priorities: Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, 75% of students will pass Math SOL, 75% of EL students will pass the math SOL, 50% of SWD will pass Math SOL, and all student groups will increase pass advanced rates on math SOL by 10 % points.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Impact Goal: 100% of observed Tier I mathematics classrooms will demonstrate implementation of the Tier I Math Instructional Framework, including CRA-based instruction, mathematical discourse, multiple representations, rigorous grade-level tasks, evidence of students justifying their thinking, and data-driven instructional responses to make instructional adjustments as measured by weekly walkthroughs, feedback tools and CLT artifacts.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Develop, communicate, implement, and consistently monitor the Tier I Math Instructional Framework.

Clearly define the instructional non-negotiables (CRA, discourse, multiple representations, productive struggle, evidence of students justifying their thinking, and formative assessment).

Conduct weekly walkthroughs with actionable feedback cycles to monitor implementation and close the feedback loop.

Target Start Date: August 24, 2026

Target End Date: December 18, 2026

Deliverables/Evidence: math non negotiables tier 1 math instructional framework; walkthrough data

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: weekly walkthrough feedback data; August through December, 2026

Incomplete

Progress Notes: None

Significant Action 2: Build teacher capacity through coaching and modeling.

Utilize the math coach and instructional coach to facilitate lesson studies, professional learning, and provide targeted coaching aligned to walkthrough evidence and student performance data, with an emphasis on increasing student discourse, students doing the cognitive task using multiple representations and justifying their thinking, and students engaged in productive struggle.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: evidence of coaching cycles and walkthrough feedback to show evidence of impact in the classroom

Staff Responsible for Monitoring: math instructional leadership team and administrators

Progress Monitoring Frequency and Tools: monthly using instructional leadership team agendas; August through May, 2027

Incomplete

Progress Notes: None

Significant Action 3: Strengthen CLTs to focus on designing learning and analyzing impact. Teams will collaboratively establish how instruction and student practice will look and sound like, establish instructional data cycles to analyze data and student work samples to determine instructional responses, develop and implement small group and Core Extension plans/interventions aligned to the rigor of the grade level standards based on formative and summative data.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: CLT documents, data protocols, and core extension plans

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: monthly using rubric for ILT to use in analyzing CLT plans, data analysis, core extension plans; August through May, 2027;

Incomplete

Progress Notes: None

Significant Action 4: 100% of teachers will utilize and implement CLT plans with fidelity during Tier 1 instruction, small groups, core extension, and interventions as monitored by targeted classroom observations, actionable feedback, and student outcomes.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: CLT plans, core extension and small group plans, walkthrough data, data analysis protocols and/or student work analysis

Staff Responsible for Monitoring: Administrators and Instructional Leadership Team

Progress Monitoring Frequency and Tools: weekly

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish and consistently monitor an Inquiry-Based Science Instructional Framework that supports teachers through collaborative planning, data analysis, coaching, and feedback to implement the 5E instructional model, scientific discourse, Claim-Evidence-Reasoning (CER), hands-on investigations, and conceptual application of grade-level standards,	then teachers will consistently provide rigorous, student-centered science instruction that requires students to investigate, explain, justify, and revise their thinking using scientific evidence while utilizing formative assessment data to adjust instruction and interventions.	70% of students will pass the Science SOL, 65% of EL students, and 50% of students with disabilities will pass the Science SOL.

Strategic Priorities: Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, 70% of students will pass the Science SOL, 65% of EL students, and 50% of SWD will pass the science SOL.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, 75% of students will demonstrate mastery/proficiency on grade 4 and 5 Science Unit Assessments, to include 65% of EL students and 50% of SWD.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of observed Tier 1 science classrooms will demonstrate implementation of the Science Instructional Framework aligned to the rigor of grade-level standards, including inquiry-based learning, hands-on investigations, scientific discourse, Claim-Evidence-Reasoning (CER), opportunities for students to justify and revise their thinking based on evidence, and demonstrate conceptual understanding, as measured by the walkthrough tools and feedback.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Develop and consistently monitor the non-negotiables of the Inquiry-Based Science Instructional Framework.

Clearly define and communicate instructional expectations for the 5E instructional model, scientific discourse, Claim-Evidence-Reasoning (CER), conceptual application, and student ownership; shift instructional planning to intentionally include opportunities for students to apply scientific concepts, justify reasoning through CER, revise their thinking based on evidence, and demonstrate conceptual understanding during the Elaborate and Evaluate phases into CLT planning for grades 1-5; conduct weekly science walkthroughs with growth-producing feedback and monitoring to close the feedback loop.

Target Start Date: August 24, 2026

Target End Date: December 18, 2026

Deliverables/Evidence: non-negotiables for inquiry based science instructional framework, CLT documents and walkthrough data

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: weekly walkthrough and feedback tools; August through December, 2026

Incomplete

Progress Notes: None

Significant Action 2: Strengthen Collaborative Learning Teams to design, implement, and monitor inquiry-based science instruction. Teams will collaboratively plan rigorous, standards-aligned lessons using the 5E instructional model, design hands-on experiences and Claim-Evidence-Reasoning (CER) opportunities, analyze formative assessments and student work, and refine instruction based on student outcomes.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: CLT artifacts/ plans, walkthroughs and feedback, analysis of student outcomes to include student work samples and data from formative assessments using a data protocol

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: monthly using rubric that ILT will use to analyze CLT plans and data analysis

Incomplete

Progress Notes: None

Significant Action 3: Build teacher capacity through coaching and modeling.

Utilize the ITC and instructional coach to facilitate lesson studies, provide professional learning, and provide targeted coaching aligned to walkthrough evidence and student performance data, with an emphasis on increasing student scientific discourse, students doing the science task aligned to the rigor of the grade level standards, conducting hands on experiences, using academic vocabulary, student use of Claim-Evidence-Reasoning (CER), opportunities for students to justify and revise their thinking, and demonstrate conceptual understanding.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: Coaching documentation (lesson studies, observation notes, and feedback)
PD agendas, Science walkthrough data demonstrating implementation of the Science Instructional Framework, Student work samples (CER responses, science notebooks, formative assessments)

Staff Responsible for Monitoring: administrators and instructional leadership team

Progress Monitoring Frequency and Tools: monthly analysis of walkthrough tools and feedback; August through May, 2027

Incomplete

Progress Notes: None

Commitment 1 Strategic Priorities:

Learning and Achievement for All

Strategic Priority 1: Ensure all students consistently experience rigorous Tier 1 reading instruction that requires independent reading, thinking, discourse, and written responses aligned to grade-level standards. **Root Cause:** Enterprise lacks a clearly defined and consistently monitored framework for Tier 1 reading instruction that ensures students engage in independent reading, discourse, text-based responses, and higher-order thinking tasks. As a result, leadership monitoring, feedback, and collaborative planning are not consistently focused on the instructional practices necessary to improve reading achievement.

Strategic Priority 2: Strengthen Tier 1 math instruction to consistently engage students in mathematical discourse, multiple representations, and CRA-based problem solving to demonstrate mastery of grade-level content. **Root Cause:** Enterprise lacks a clearly defined and consistently implemented framework for strong Tier 1 math instruction that ensures all students, particularly Students with Disabilities, engage in CRA-based learning, mathematical discourse, and scaffolded access to rigorous grade-level tasks.

Strategic Priority 3: Strengthen inquiry-based science instruction through scientific discourse, Claim-Evidence-Reasoning (CER), conceptual application, and student ownership. **Root Cause:** Enterprise lacks a clearly defined and consistently monitored framework for inquiry-based science instruction that ensures students engage in scientific discourse, Claim-Evidence-Reasoning, conceptual application, and revision of thinking throughout all phases of the 5E model.

Commitment 2: Positive Climate and Culture

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we consistently implement the PWCS attendance monitoring and intervention process with fidelity by clearly defining staff roles, establishing proactive communication systems with families, utilizing MTSS attendance plans, and monitoring attendance data through collaborative attendance meetings,	staff will consistently identify, communicate with, and intervene early for students at risk of chronic absenteeism, while families will better understand the importance of regular attendance and actively partner with the school to improve student attendance.	by June 2027, kindergarten, first grade, and students with disabilities will decrease chronic absenteeism by 5%.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, kindergarten, first grade, and SWD chronic absenteeism rates will decrease by 5% (with both grade levels being below 15%).	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: 100% of students identified as at risk for chronic absenteeism in Kindergarten, Grade 1, and Students with Disabilities will receive timely attendance interventions that include documented family communication, attendance conferences, MTSS attendance plans, and ongoing progress monitoring, as evidenced through attendance records and MTSS documentation.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Clearly define and monitor attendance responsibilities.

Establish clear expectations for each staff member's role in implementing the PWCS Attendance Monitoring and Intervention Process, including timelines for communication, attendance conferences, MTSS referrals, and documentation. Monitor implementation monthly to ensure fidelity.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: attendance team agenda

Staff Responsible for Monitoring: administrators, attendance team, classroom teachers, office team

Progress Monitoring Frequency and Tools: monthly; use of attendance team agenda; August through May, 2027

Incomplete

Progress Notes: None

Significant Action 2: Strengthen collaborative attendance data cycles.

Conduct monthly attendance team meetings to analyze attendance data, identify students at risk, monitor intervention effectiveness, adjust attendance/MTSS attendance plans, and determine next steps for students requiring additional support.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: attendance team meeting agendas; attendance data

Staff Responsible for Monitoring: administrators, attendance team, teachers, and instructional leadership team

Progress Monitoring Frequency and Tools: monthly monitoring of attendance spreadsheet/ data and next steps; August through May, 2027

Incomplete

Progress Notes: None

Significant Action 3: Establish proactive communication and partnership with families.

Develop consistent communication systems that educate families about the importance of attendance, initiate early outreach when attendance concerns arise, and provide ongoing support through attendance conferences, attendance plans/MTSS plans, and regular progress updates.

Target Start Date: August 24, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: communication log with attendance data of targeted students

Staff Responsible for Monitoring: administrators and attendance team and teachers

Progress Monitoring Frequency and Tools: monthly analysis of impact of communication on attendance (using communication log and attendance data); August through May, 2027

Incomplete

Progress Notes: None

Commitment 2 Strategic Priorities:

Positive Climate and Culture	
Strategic Priority 1: Strengthen Enterprise's attendance monitoring, communication, and intervention system to improve consistent student attendance, particularly for Kindergarten, Grade 1, EL and Students with Disabilities. Root Cause: Enterprise has inconsistent implementation of attendance plans and follow up from previous years.	

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish and consistently implement a schoolwide Academic Family Engagement Framework that provides proactive, predictable communication, meaningful family learning opportunities, and targeted outreach aligned to the needs of our families,	staff will consistently communicate grade-level academic expectations, families will increase their understanding of academic standards and their capacity to support learning at home, and families will engage more meaningfully in their children's academic success	the Gallup Academic Standards score will increase from 4.09 to 4.30, with increased awareness among Kindergarten, Grade 1, and special education families of grade-level expectations and strategies to support learning at home, resulting in improved VALLSS and Momentum Math performance.

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, we will increase academic standards from 4.09 to 4.30 on the Gallup Survey; with an increased focus on increasing kindergarten, first grade, and special education families awareness of academic standards to know how to support their children at home through a school based survey to assess what families may need.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: 100% of school staff will consistently implement a schoolwide Academic Family Engagement Framework that provides proactive, predictable communication, meaningful family learning opportunities, and targeted outreach to Kindergarten, Grade 1, and special education families, as evidenced by implementation of the Academic Family Engagement Calendar, family learning resources, participation data, and ongoing monitoring of family engagement practices.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Develop and implement a year-round Academic Family Engagement Framework.

Create and implement an Academic Family Engagement Calendar that provides regular opportunities for families to learn about grade-level

academic standards, instructional strategies, and ways to support learning at home. Embed academic communication into existing structures and ensure engagement opportunities are responsive to family needs and schedules.

Target Start Date: August 24, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: academic family engagement calendar; weekly newsletters; agendas for parent workshops

Staff Responsible for Monitoring: administrators, family engagement team, school staff such as title 1 team, parent liason

Progress Monitoring Frequency and Tools: monthly; August through June 2027; monitoring through tools such as the weekly newsletter to families that will include event dates and what students are learning at school with ideas of how to help at home. On a monthly basis, parents will be asked to send pictures to the principal, earning their child house points, showing the family implementing ideas communicated in the newsletter. We will also measure the numbers of families who attend the engagement events, looking for an increase from August through June.

Incomplete

Progress Notes: None

Significant Action 2: Strengthen proactive communication and targeted outreach to priority families.

Develop grade-level Family Learning Toolkits and utilize the Parent Liaison to provide consistent, accessible communication and targeted outreach to Kindergarten, Grade 1, and special education families, building their understanding of academic expectations and increasing their capacity to support learning at home.

Target Start Date: September 1, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: communication samples, agendas for parent workshops, sample toolkit

Staff Responsible for Monitoring: administrator, family engagement team, teachers, parent liason, school staff such as title 1 team

Progress Monitoring Frequency and Tools: monthly; beginning September through May, 2027; measuring the numbers of toolkits distributed and feedback from families as to implementation

Incomplete

Progress Notes: None

Significant Action 3: Monitor participation and the impact of family engagement efforts.

Establish a process to regularly monitor participation, gather family feedback, and analyze Gallup survey data, school generated survey data, and event participation data to evaluate the effectiveness of the Academic Family Engagement Framework and refine communication and engagement practices throughout the year.

Target Start Date: September 1, 2026

Target End Date: May 28, 2027

Deliverables/Evidence: family engagement survey data; input gathered; communication samples

Staff Responsible for Monitoring: administrator, parent liason, family engagement team, school staff such as title 1 team

Progress Monitoring Frequency and Tools: monthly

Incomplete

Progress Notes: None

Commitment 3 Strategic Priorities:

Family and Community Engagement

Strategic Priority 1: Strengthen family understanding of academic standards through consistent, proactive communication and meaningful family learning opportunities that increase families' capacity to support student learning at home. Root Cause: The school lacks a clearly defined and consistently implemented system for communicating academic expectations and building family capacity to support student learning throughout the school year. As a result, families do not consistently understand grade-level standards or participate in opportunities that build their capacity to support learning at home.
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Commitment 4: Organizational Coherence