

Instructional Services Priorities

#1: Students at every school are participating in and have the necessary supports to succeed in upper-level courses so they have as many college and career options as possible.	
(1.1) Expand student access to academically rigorous courses through use of data-informed course placement practices at all schools.	<ul style="list-style-type: none"> • Inclusive scheduling and support for building-level leadership. • Create and deliver trainings for growth mindset. • Create and deliver awareness training to secondary school administrators and counselors regarding the opportunities available for academic coursework. • Incorporate data into parent-related communications efforts.
(1.2) Focus additional student supports on the critical transition points of pre-K to K, 5th to 6th grades, 8th to 9th grades, and 12th to post-secondary.	<ul style="list-style-type: none"> • Evaluate different options for screening/early identification tests. • Create and implement cross-district vertical teaming plan. • Create options for master schedule variations that support teacher planning
(1.3) Establish routines for reaching consensus on strategy and resource allocations around key cross-departmental work that supports improving student outcomes.	<ul style="list-style-type: none"> • Create a schedule of regular Smarter School spending conversations with Financial Services team. • Develop and implement action plan for placing one coach in every school. • Create plan for disseminating information regarding strategic plan to VCS community.
(1.4) Focus district and school efforts on planning and implementing supports for students to succeed in challenging coursework.	<ul style="list-style-type: none"> • Implement cross-division meetings to assess priorities and commitments with Financial Services and Operations. • Evaluate and provide additional guidance and training opportunities for all educators regarding MTSS. • Develop standard support guidance for PLC use across the district. • Explore expansion of AVID and other support programs.
#2: Every lesson and all student work are fully standards-aligned and delivered equitably so that all students are able to meet the standards and are prepared for what's next.	
(2.1) Increase community understanding of the standards through greater coordination between the district and school leadership.	<ul style="list-style-type: none"> • Expand Parent University to reach more parents. • Create and implement new uses for Fact Fair. • Collaborate with Communications around effective digital strategies for disseminating new tools for parents.
(2.2) Increase coaches' knowledge and capacity to enable them to support teacher instruction that is (a) standards-aligned, and (b) based on what each student needs.	<ul style="list-style-type: none"> • Identify opportunities to expand recruitment and training for new coaches. • Map ESE supports and planning with other CCSS-aligned lesson and assessment development. • Collaborate with coaches to refine tools that assess student work.
(2.3) Broaden access to high-quality professional learning cycles (sustained with opportunities for implementation, collaboration and reflection) so that all educators have a deep understanding of the powerful concepts that underlie the standards and the ability to apply them in their daily work.	<ul style="list-style-type: none"> • Explore and implement additional ERPL opportunities by grade-band and subject. • Implement CCSS-specific survey to gauge teacher understanding of standards and resource needs. • Create collaborative spaces for teachers to assess student work together.
#3: Our school district offers a positive and supportive learning environment where all stakeholders believe in their impact and ability to work collaboratively to challenge mindsets and increase learning potential.	
(3.1) Ensure all school teams are systematic in (a) building strong relationships with students, and (b) setting clear expectations for interactions between all school community members.	<ul style="list-style-type: none"> • Evaluate current and potential SEL programs for expanded use (e.g., Harmony). • Ensure restorative practice training for all middle schools. • Institute learning walks for SEL (e.g., develop look-for tool, identify exemplars). • Evaluate and improve Champs to ensure all new teachers receive quality experience.
(3.2) Promote a learning environment where all educators have in-person and virtual opportunities to see each other learning and improving.	<ul style="list-style-type: none"> • Utilize existing opportunities for school leadership and teachers that focuses on promoting a culture of growth mindset. • Evaluate and implement options for using website as educator virtual collaboration space. • Expand peer observation opportunities to multiple areas across the subject and content areas (e.g., learning walks, peers in public practice, micro-credentialing). • Invest more in various outreach efforts (Twitter Tuesdays, Lesson Study, Volusia Reads). • Identify and expand options for PLCs across schools. • Identify opportunities to expand recruitment and training for new coaches.

Financial Services Priorities

#1: Technology is effectively used to gain efficiency in financial management.	
(1.1) Invest in systems and processes that make scheduling and planning resources ahead easier.	<ul style="list-style-type: none"> • Integrate real-time school-based scheduling, HR, budget and staffing data • Continue to analyze/improve critical interdepartmental workflow and ensure new system reflects improved processes/efficiencies. • Re-engineer process for schools to verify their staffing plans (positions that are open, what positions they intend to fill, how they intend to fill) with HR and FS.
(1.2) Intentionally communicate the value of the ERP in helping employees create efficiencies in their positions.	<ul style="list-style-type: none"> • Work directly through Change Managers/Change Agents with schools to communicate progress, expectations, opportunities around the ERP implementation. • Roll out staggered implementation according to different divisions within department. • Creation of Oracle System Administrator position and development of work flow for ERP user support. • Determine capabilities of ERP processes (e.g. payroll and workflow for approvals). • Develop and use ERP to provide costing scenarios for collective bargaining.
(1.3) Dedicate resources to developing succession planning, with specific focus on how technology may alter current financial services positions.	<ul style="list-style-type: none"> • Implement business processes between teams or across departments to identify new efficiencies (to inform PD review). • Work with current staff to review position descriptions against efficiencies created by new tools/what skills may be needed going forward. • Identify potential future leaders and encourage participation in Volusia Leadership Institute as a way to build management/leadership competencies.
#2: Enable joint problem-solving around complex issues which creates buy-in about important decisions and empowers stakeholders with a greater understanding of key financial constraints and/or opportunities.	
(2.1) Support district and school-level staff in the use of available data to understand how best to align resources with programs that have positive outcomes.	<ul style="list-style-type: none"> • Create opportunities to collaborate with school level leaders to evaluate critical areas for impact using the data produced by the ERP. • Come to consensus around what level of discretion schools should have around their spending; crosswalk with Smarter School Spending • Set up program-level section of chart of accounts to track specific funding streams (e.g., AVID). • Give access to ERP sandbox for employee testing. • Decide what are the touchpoints for use-case development and/or engagement with users.
(2.2) Identify supplemental revenue sources.	<ul style="list-style-type: none"> • Invest resources in advocacy to eliminate the DCD (District Cost Differential). • Support efforts to ensure One Mill tax increase is passed. • Work with communications team to identify other supplemental school-based funding sources (e.g., naming rights, online advertising, fee for service).
#3: Employee compensation packages are both competitive in the employment market and financially sustainable.	
(3.1) Increase understanding of and transparency around compensation and benefits packages.	<ul style="list-style-type: none"> • Develop and apply criteria for what benefits should be available for different levels in different bargaining units. Create plan for set up within the ERP system in preparation for negotiation and socialize with union leadership. • Provide ongoing and timely communication with all staff regarding changes regarding compensation and benefits (brown bag lunches, newsletters). Focus specific supports on new employees. • Fully execute employee portal roll out (establish help desk and system for capturing inquiries, set baselines for customer satisfaction and access, set goals for reduction in inquiries/increase in use) • Analyze and identify “chronically under-resourced” positions (e.g., bus drivers, classroom-based teachers) to focus allocation of resources.
(3.2) Increase starting teacher compensation to levels commensurate with like districts.	<ul style="list-style-type: none"> • Perform analysis of budget projections and required fund balance to determine level of funding available for salary and benefit included in long-range planning. Start with focus on base salary for new teachers. • Undertake yearly benchmarking/market research with surrounding/competitive districts. • Established a calendar for consistent review of recruitment and retention numbers/compensation packages with HR

Human Resources Priorities

#1: The district's brand attracts and retains highly qualified educators and staff members.	
(1.1) Build a well-defined, visible and influential brand that differentiates the district from other neighboring districts and/or charter schools.	<ul style="list-style-type: none"> • "Welcome wagon" activities • Superintendent's employee newsletter • Actively dispel myths about the district ("rumor has it" webpage) • Align leadership and staff across departments around VCS brand • Develop a community survey • Continue to tell our story through Volusia Vibe and media outlets • Share best practices internally to ensure employees are carrying out vision of VCS brand in day to day work
(1.2) Market the district's brand strategically to attract prospective and retain current employees.	<ul style="list-style-type: none"> • Explore technology tools that can be leveraged to help communicate/market the district's brand more effectively. • Strategically identify staff who can effectively communicate VCS brand to attend recruitment events • Hold job fairs earlier in the spring to attract wider range of candidates before other districts' events • Outreach to interns - focused job fairs for interns, internal communication with interns • Conduct ROI analysis on job fairs to inform decisions about future events. • Continue to assist new hires who have to take the General Knowledge exam be successful on the exam for continued employment
(1.3) Develop leadership capacity to create safe, supportive, engaging workplace environments	<ul style="list-style-type: none"> • Volusia Leadership Academy for non school-based administrators. Modules/courses focused on building leadership skills. • Principal interns - HR in the process of restructuring, how to better leaders for principalship • Meet monthly with 1st & 2nd year principals, APs, and Teachers on Assignment for additional support, as a part of existing district-wide PD structures. • Offer New Manager classes teaching basics on communication, leadership, targeting people being promoted to management positions from within.
#2: VCS's Leadership Development Program produces visionary instructional leaders who are prepared to implement the district's vision and who will support the development of subsequent generations of leaders.	
(2.1) Develop instructional leadership knowledge and capacity in current and aspiring administrators.	<ul style="list-style-type: none"> • Quarterly mentoring sessions given by our area superintendent • HR Coordinator conducts school-based support visits for new administrators, provides mentor support. • Professional Learning Community (PLC) for first and second year principals • Volusia Leadership Academy • Partner with local colleges and universities for leadership preparation programs to ensure adequate pipeline for VCS's leadership needs • Mentoring program for new administrators • Nomination by superintendent and area superintendents to the Commissioner Leadership Academy for established principals.
(2.2) Update the Pathways to Principalship program to align with state leadership mandates and district mission and vision	<ul style="list-style-type: none"> • Successful completion of principal intern programs, including field experience, training, which leads to principal licensure. • Submission to DOE
(2.3) Develop, nurture, and encourage teacher leaders to pursue the Pathways to the Principalship.	<ul style="list-style-type: none"> • Multiple, frequent, and ongoing communication about the Pathways to the Principalship in Volusia County Schools. • Meet the required educational degree and specific district requirements

Operations Priorities

#1: Technology is utilized to support a diverse, innovative and meaningful instructional delivery to ensure each individual student can maximize their learning opportunities and educational goals.	
(1.1) Focus on aligning purchases/investments in hardware/software with clear instructional and business needs.	<ul style="list-style-type: none"> • Conduct district-wide review of all software and hardware deployments (one-time or annual?). • Collaborate with IS to identify and prioritize needs for how technology can support priorities • Assess hardware/software needs of central office departments regarding business functions. • Institute short-cycle planning routine with IS and other departments to meet/anticipate needs • Institute quarterly? technology purchasing plan review to resource alignment and timeline
(1.2) Invest in ongoing learning for technology staff about best practices and authentic learning	<ul style="list-style-type: none"> • Continue to participate and leverage PLCs (both FL and International: FCITL, IMS Global, Ed-Fi) • Cultivate relationships with nearby districts/states to learn what they are doing/learning • Continuously evaluate the tools we have and ones we are considering
(1.3) Ensure an adequate infrastructure analysis is incorporated to invest in programs/ equipment/ technology which require infrastructure support.	<ul style="list-style-type: none"> • Explore cloud possibilities for data storage/transactions • Earlier planning, data sharing, communication about student population and projects. • Figure out all the departments that are impacted—both at a school and district level. • Schedule presentations with schools when planning activities/changes on/off campus • Continue eRate strategies and approval(s) • Consider building upon “VCS Innovates” process and educate teams to use process
(1.4) Over-communicate about student needs	<ul style="list-style-type: none"> • “TEAMS” (Microsoft) creation for aligned communication. Information available to everyone. • Presentations with impacted staff to discuss communication pathways (AiM, Cherwell, etc.) • One Note is being integrated into Teams - streamlined
#2: All students will have access to a diverse academic program that serves to broaden their experiences, develop their interest and keep them engaged in learning.	
(2.1) Collaborate around school-based decisions to ensure central office can adequately support schools in implementing their decisions.	<ul style="list-style-type: none"> • Use VCS Innovates as vehicle for principals to present ideas for district-funded projects, for districts to vet the idea for ROI and support schools in scoping/developing projects. • Expand VCS Innovates model to cover school-funded projects that require Operations support • Use multiple communication vehicles to get timely information to principals • Increase principals’ understanding about Operational Supports constraints/needs, • Distribute customer feedback survey to capture information
(2.2) Expand school bus Wi-fi for extended learning opportunities and/or behavior management	<ul style="list-style-type: none"> • Testing the infrastructure to make sure we can support the Wi-Fi bus model • Risk analysis of introducing new activities that will be encouraged on bus • Educate the students about those risks with having their phone or laptop out • Ongoing analysis to understand costs to scale district-wide and bandwidth usage/needs.
(2.3) Apply criteria for evaluating curriculum-based program expansion or reduction decisions, based on knowledge of instructional need and key operational and financial constraints.	<ul style="list-style-type: none"> • Work with IS to provide more timely data, clarity about programmatic goals and requirements so that the Operations Division can incorporate into short- and long-term planning. • Help IS to better understand what types of programmatic decisions have the greatest impact on Operations resources, so that all can be more proactive about supporting school/program needs. (presentation of scenario options) • Develop process to evaluate actual return on investment (impact on instruction) that informs future Operations Investments/Supports. Establish thresholds for opening and closing programs.
(2.4) Educate families about school choice--to manage expectations more effectively and ensure real needs are met.	<ul style="list-style-type: none"> • Manage expectations so school capacity decisions are “reasonable” from an Ops perspective • Making clearer via online communication (and ?) the schools that are “open”, “limited”, and “closed” to more students/additional programs - work with the guidance counselors • School report card to highlight school assets/strengths (trying to replace greatschools.org)
(2.5) Learn from students, families about their academic journey	<ul style="list-style-type: none"> • Create standardized exit survey of students and families who made it through to graduation
#3: The spaces and environments we collaboratively create and maintain will reinforce the academic achievement, social, emotional, and physical well-being of our students and their communities.	
(3.1) Build an environment that meets new instructional delivery/learning models that also meet health, safety requirements	<ul style="list-style-type: none"> • Continue construction cost per student station conversation through a legislative avenue • Trying to take local control back on certain funding streams • Show in plans what we would give up if we stayed within the cap, push the board to decide, what services VCS should consider not providing (October).
(3.2) Redirect resources towards renovation/remodeling	<ul style="list-style-type: none"> • We are prioritizing remodeling rather than new construction to work within new guidelines • Currently assessing which schools should be renovated
(3.3) Generate greater community support for the district investments	<ul style="list-style-type: none"> • Engage broader community about what do we want our schools to be? • Fund adequately to assist shift in education.

Communications Priorities

<p>#1: Employees communicate to all stakeholders the quality instruction and positive experiences occurring throughout schools and the district, thereby creating a community of advocates.</p>	
<p>(1.1) Change current parent and community perceptions about certain schools in the district, particularly what public schools have to offer to students, by sharing stories that provide a “window” into classrooms.</p>	<ul style="list-style-type: none"> • Create video stories for schools highlighting their unique cultures • Work with schools and principals to create Facebook pages • Create Middle School Expo - a middle school open house for 5th graders • Create series of middle school videos, including individual students • Purchase space for a video ad in theater focusing on STEM and middle schools • Establish calendar for and write letters to the editor for local outlets • Pitch stories ideas to the media • Use social media and video to tell stories, share with elected officials, community organizations, parents and others • Conduct training for principal interns, assistant principals, department leaders in media relations, best practices for messaging (automated phone calls, interviews, social media, letters to parents, websites)
<p>(1.2) Expand outreach to inform and educate residents about the district and our public schools, including increased coordination of specific volunteers, civic organizations and community groups.</p>	<ul style="list-style-type: none"> • Invite senior citizens to school events, including performances, athletic competitions and other special events (provide discounted tickets to plays, musical events, art shows, etc.) • Conduct analysis about where/how volunteers would have an impact
<p>(1.3) Develop school leadership capacity to be strong advocates for their schools.</p>	<ul style="list-style-type: none"> • Designate the right person as Key Communicators for every school to communicate internally and externally about stories related to their schools; schedule annual meeting to share best practices • Provide training to Principal Interns and Assistant principals regarding media relations, storytelling and social media • Provide training and /or tips to principals every month during Principal Institutes.
<p>#2: Individuals, businesses, governmental agencies and community groups partner with schools to build relationships and provide educational opportunities to prepare students for their futures.</p>	
<p>(2.1) Build stronger relationships with elected officials.</p>	<ul style="list-style-type: none"> • Build or reestablish relationships to create goodwill between the school and the city - more of a partner • Schedule meetings between the school board and elected officials • Share newsletters and social media posts with elected leaders
<p>(2.2) Cultivate community of businesses that see themselves and act as advocates of the school system.</p>	<ul style="list-style-type: none"> • Establish a pool of businesses that are interested in better understanding the district’s needs and gaps, and helping tackle these needs through: expertise, in-kind support, networking, fundraising. • Create community engagement group (make up TBD) • Communicate with and provide resources to realtors throughout Volusia County • Participate on Chamber education committees
<p>#3: The district’s image (brand) is reflective of its culture of learning and resonates with the entire community so they believe that the academic and social/emotional needs for all students are being met and trust that all operating systems are efficient and sustainable.</p>	
<p>(3.1) Enhance transparency in operations by increasing collaboration with finance, maintenance and operations</p>	<ul style="list-style-type: none"> • Maintain and add fresh content to Half-Cent Sales Tax website and on Twitter, especially photos • Publish the Financial Transparency website • Identify opportunities to maintain/create curbside appeal for schools and facilities • <i>Gather/take high-resolution photos of schools and district facilities</i>
<p>(3.2) Communicate district goals to community (<i>Impact Statement #1 will influence Impact Statement #3</i>)</p>	<ul style="list-style-type: none"> • Co-develop presentations/meetings/workshops with chambers, other elected officials, and communication organizations • Share newsletters and social media posts broadly, through multiple forums - <i>websites, offices, QR codes</i> • Citizen oversight committees • Post reports to Half-Cent Sales Tax website and Volusia County Schools website
<p>(3.3) Develop consistent brand, including new logo, and brand awareness with rising school- and district-based leaders</p>	<ul style="list-style-type: none"> • Conduct research and focus group meetings regarding the design of a new logo • Obtain school board approval • Develop usage guidelines and templates for uniformity • Develop roll out plan for announcement of new logo and provide training to all employees