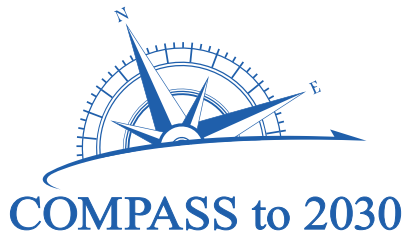


The Strategic Framework

OF VIRGINIA BEACH CITY PUBLIC SCHOOLS



***LEARNING TODAY,
LEADING TOMORROW***





Dear Virginia Beach City Public Schools Community,

It is with great pride and enthusiasm that we present to you our new strategic framework, *Compass to 2030*. This framework represents the culmination of months of thoughtful collaboration with students, staff, families, and community members. Together, we have outlined a clear path to ensure that every student is prepared for the challenges and opportunities of tomorrow. Grounded in our mission to empower every student to be future ready, this framework reaffirms our commitment to creating a safe and inclusive learning environment for all.

As we move forward, the strategies and goals set forth in this framework will guide our efforts to enhance academic achievement, support student well-being, invest in staff, and partner with families as well as our community to advance organizational excellence. This work reflects the values we hold dear and underscores the vital role that each member of our community plays in shaping the future of Virginia Beach City Public Schools.

We are deeply grateful for your ongoing support and partnership. By working together, we can ensure that our students not only meet but exceed expectations, equipping them with the knowledge, skills, and character needed to thrive in an ever-evolving world.

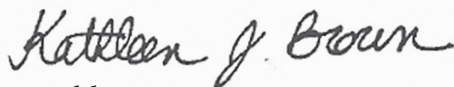
Thank you for your commitment to our shared vision. We look forward to the journey ahead as we implement *Compass to 2030* and continue to make a lasting impact on the lives of our students.

Sincerely,



Donald E. Robertson Jr., Ph.D.

Superintendent, Virginia Beach City Public Schools



Kathleen Brown

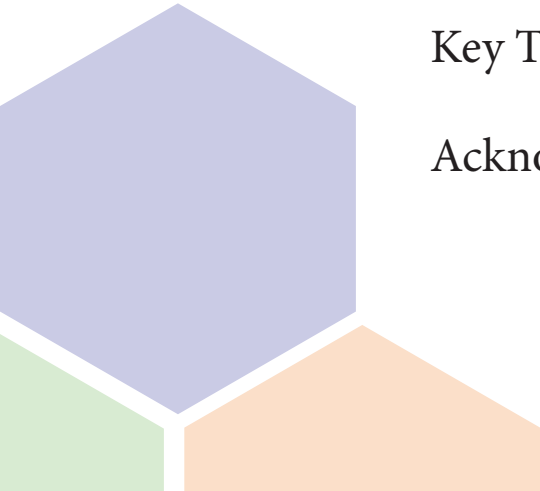
School Board Chair, Virginia Beach City Public Schools





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Our Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment.

Our Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a lifelong learner who is a responsible, productive, and engaged citizen within the global community.

Our Core Values

*Put
Students
First*

STUDENT-CENTERED DECISION MAKING

Choosing actions that, above all else, benefit and support student learning, growth, and safety.

*Seek
Growth*

CONTINUOUS LEARNING

Pursuing formal and informal learning opportunities to foster personal growth and improvement for all.

*Be
Open to
Change*

INNOVATION

Encouraging new ideas or improved ways of teaching, learning, and working to achieve our mission.

*Do Great
Work
Together*

COLLABORATION

Working together and building partnerships that will benefit our students, division, and community.

*Value
Differences*

RESPECT

Fostering a trusting, open, ethical, honest, and inclusive environment where diversity of thought and individual contributions are prized.

Our Future-Ready Profile

Compass to 2030 represents our shared commitment to ensuring every VBCPS student is future ready. While mastering the basics of reading, writing, and math is essential, today's world demands much more from our students. We believe the attributes outlined in our Future-Ready Profile are vital for preparing students not only for academic success but also for life beyond school, where adaptability, problem solving, and the ability to work with diverse perspectives are key to thriving both personally and professionally. This profile is for all students – elementary, middle, and high – and recognizes that preparing students for the future begins long before they graduate.



By partnering with our families and wider community to develop these qualities alongside core academic skills, we are equipping every student to be a well-rounded, future-ready individual.

Our Framework at a Glance

GOALS	
1 Challenge and Support Each Student to Excel and be Future Ready	2 Enhance Student Well-Being, Resilience, and Responsibility
<p>Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.</p>	<p>Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.</p>
STRATEGIES	
<p>1.1 Implement evidence-based, differentiated instruction in all classrooms.</p> <p>1.2 Engage in inclusive teaching practices that incorporate multiple perspectives.</p> <p>1.3 Inform students, families, and staff of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, fine arts, etc.) through targeted outreach and education efforts.</p> <p>1.4 Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them.</p> <p>1.5 Increase access to and sustained support in courses and programs aligned with students' future aspirations.</p> <p>1.6 Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals.</p> <p>1.7 Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation.</p>	<p>2.1 Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills.</p> <p>2.2 Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities.</p> <p>2.3 Amplify a wide range of student voices and increase students' opportunities for providing input in school and division processes and procedures.</p> <p>2.4 Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available.</p> <p>2.5 Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.</p>
KEY NAVIGATIONAL MARKERS	
<ul style="list-style-type: none"> • Percent of students meeting grade-level benchmarks in reading • Percent of students meeting grade-level benchmarks in mathematics • Percent of secondary students enrolling in and successfully completing advanced courses • Percent of students reporting they have a solid plan after graduation • Percent of students with disabilities graduating on time with standard or advanced diplomas 	<ul style="list-style-type: none"> • Percent of students reporting school is safe • Percent of students reporting they have a trusted adult at school • Percent of students participating in extracurricular activities or clubs • Percent of students reporting a sense of belonging • Percent of students with 90% or higher attendance

Compass to 2030: Learning Today, Leading Tomorrow

GOALS		
3 Value and Invest in Staff Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality workforce exemplifying the division's core values.	4 Partner with Families and the Community to Support Students Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.	5 Advance Organizational Excellence Pursue the effective and efficient use of division resources, operations, and processes to best meet the needs of students and staff.
STRATEGIES		
3.1 Create a comprehensive retention and support plan for provisionally licensed teachers. 3.2 Develop and promote pathways and pipelines to employment within VBCPS. 3.3 Expand employee recognition programs to encompass a broader range of employee groups. 3.4 Build awareness and enhance resources to support the health and well-being of all employees. 3.5 Ensure staff have the skills needed to support a wide range of learners. 3.6 Increase opportunities and access to professional learning, with an emphasis on non-exempt employees.	4.1 Create and maintain open and accessible communication channels to enhance family and community engagement. 4.2 Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities. 4.3 Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being. 4.4 Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community. 4.5 Establish and maintain a wide range of partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities. 4.6 Identify and address any barriers that may exist for family and community involvement and engagement. 4.7 Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services.	5.1 Create an environment where everyone understands their role in maintaining both online and physical safety and security. 5.2 Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources. 5.3 Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on <i>Compass to 2030</i> . 5.4 Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance. 5.5 Continue to implement sustainable practices supporting social, environmental, and economic outcomes. 5.6 Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an effective, efficient, and transparent manner across the school division.
KEY NAVIGATIONAL MARKERS		
<ul style="list-style-type: none"> • Percent of staff reporting job satisfaction • Percent of staff reporting professional learning opportunities are appropriate to meet their needs • Percentage of staff aware of resources to support their health and well-being • Teacher Retention Rate • Vacancy Rate 	<ul style="list-style-type: none"> • Percent of families aware of events, programs, and resources provided for parents/caregivers to support students • Percent of families reporting satisfaction with opportunities available to be involved in their child's school • Percent of students reporting their schools provide them with real-world learning experiences • Percent of graduates participating in a work-based or service learning experience 	<ul style="list-style-type: none"> • Percent of schools meeting or exceeding VDOE accountability requirements • Percent of schools meeting accreditation standards • Percent of staff reporting their school has the necessary resources to support students' needs • Student and parent satisfaction with student's educational experience • Percent of staff reporting the workplace is safe

Compass to 2030 Key Terms

Academic and career planning process - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans for achieving post-secondary success in college, careers, or the military.

Comprehensive wraparound services - a wide range of supports provided to students and their families to address students' academic, social, emotional, physical, and mental health needs, helping them succeed both in and out of school.

Differentiated instruction - instruction designed to meet the varying needs, abilities, and interests of students, ensuring each can learn and succeed.

Digital literacy - the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet. It also includes the responsible use of emerging technologies, like Artificial Intelligence, to enhance critical thinking and foster intellectual growth.

Evidence-based instruction - classroom practices based on the best available scientific evidence.

Financial literacy - the ability to understand and manage personal finances, including budgeting, saving, investing, and making informed financial decisions.

Future-Ready Profile - outlines the key skills and attributes that students need for future success in school and beyond.

Government Finance Officers Association (GFOA) - a professional association for government finance officials in the United States and Canada. It was founded in 1906 to promote excellence in public financial management by providing training, resources, and advocacy for public finance professionals at all levels of government.

Inclusive learning environment - a learning environment where each student is valued, challenged, and supported to ensure success.

Inclusive teaching practices - teaching practices designed to engage every student in high-quality learning experiences with consideration of each student's unique needs and strengths.

Integrated Systems of Support - a tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.

K-12 Continuum of Advanced Academics - a range of opportunities offered in VBCPS to provide challenging and rigorous learning experiences.

Media literacy - the ability to access, analyze, evaluate, and create media in various forms, understanding its impact on audiences and society.

Non-exempt employees - employees who are eligible for overtime pay according to the U.S. labor laws, specifically the Fair Labor Standards Act (FLSA). Positions include clerical, custodians, bus drivers, maintenance craftsmen, and fleet technicians just to name a few.

Sense of belonging - the extent to which students feel they are a valued member of their school's community.

Social-emotional skills - the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Sustainable practices - actions that promote environmental, economic, and social responsibility to support a healthy learning and working environment, minimize emissions, conserve limited resources, and deliver financial benefits.

Well-being - a state of physical, mental and social health, characterized by personal fulfillment, positive emotions, and the ability to effectively manage life's challenges.

Works of substance - learning experiences and the associated student work that serve as evidence of rigorous, relevant, and real-world learning. Substantive work challenges and supports all students to excel academically and includes evidence of learning in content and the transferable life skills identified in the VBCPS Future-Ready Profile.

Acknowledgments

Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*!

We thank you for the commitment you made to submitting comments, completing surveys, and sharing your thoughts. We recognize the time you invested and we value your contributions as an important part of the strategic planning process.

We look forward to continuing to work together over the next five years to fulfill our collective commitment to ensure our students are future ready. To stay up to date on our progress and initiatives, visit vbschools.com/about/strategicplan for updates and information.

Special thanks to the members of the Ad Hoc Strategic Planning Committee for their role in developing *Compass to 2030*.

Admon Alexander
Director, Office of Family and
Community Engagement, VBCPS

Beverly Anderson
School Board Member, VBCPS

Meghan Ashburn
Parent, Special Education Advisory
Committee Chair

Catherine Bailey
Teacher, Kempsville High School

Christina Brooks
Senior Director, Community Initiatives,
Hampton Roads Workforce Council

Michael Callan
School Board Member, VBCPS

Ana Castellanos
Parent

Danielle Colucci
Chief Academic Officer, Department
of Teaching and Learning, VBCPS

Mike Corso
Vice President of Business Banking,
Atlantic Union Bank

Kellie Crawford-Sorey
Associate Vice President of Academic
Affairs, Tidewater Community College

Helen Crompton
Professor of Instructional Technology,
Old Dominion University

Ray Dayanghirang
Student, Bayside High School

Matthew Delaney
Chief Schools Officer, Department
of School Leadership, VBCPS

Micah DeLoatch
Principal, Thoroughgood Elementary
School

Clay Dills
CEO, Dills Architects

Steve Djunaedi
Captain, Commanding Officer,
Naval Air Station Oceana

Gail Flax
Community Leader, United Jewish
Federation of Tidewater

Ty Harris
Director, Office for Diversity, Equity,
and Inclusion, VBCPS

Kevin Hill
President, Virginia Beach Education
Foundation

Diane Keswick-Hernandez
Parent

Michael Kirschman
Director, Virginia Beach Parks and
Recreation

Susan Larkin
Provost and Vice President for Academic
Affairs, Virginia Wesleyan University

Brandon Lilley
School Improvement Specialist,
Bayside Middle School

Sara Lockett
Director of Technical and Career
Education, Department of Teaching
and Learning, VBCPS

Paul Neudigate
Chief of Police, City of Virginia Beach

Melissa Nutter
School Liaison, Joint Expeditionary Base
Little Creek-Fort Story

Ryan O'Meara
Principal, Tallwood High School

Aliyah Pitts
Student, Salem High School

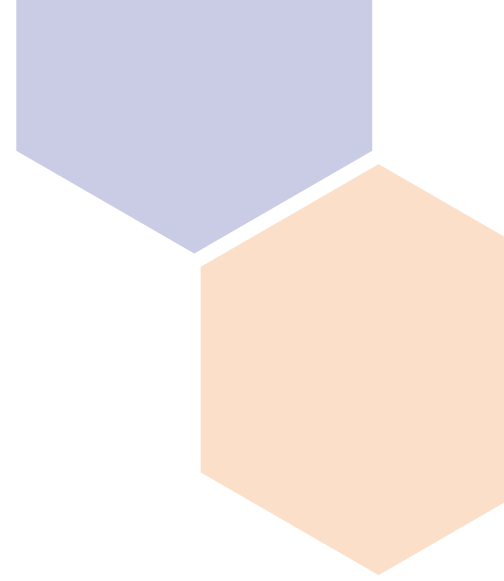
Nancy Porter
Vice President of Marketing and
Executive Director, Bayport Foundation

Nancy Rogan
Community Engagement Officer,
WHRO

Tamika Singletary-Johnson
Principal, Larkspur Middle School

Kathleen Slinde
President, Virginia Beach Education
Association

Debbie Torres
Teacher, Alanton Elementary School



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Donald E. Robertson Jr. Ph.D., *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Communications and Community Engagement for the Office of Planning, Innovation, and Accountability.
For further information, please call (757) 263-1030.

Notice of Non-Discrimination Policy

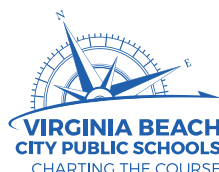
Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy or Girl Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 5-4, 5-7, 5-19, 5-20, 5-31, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 5-7.1, 5-44.1, 5-44.2, 7-11.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Robin.Reese@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policies 5-31 and 5-44 and School Board Regulations 5-44.1 and 5-44.2 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Lisa Banicky, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone (757) 263-1030 (voice); fax (757) 263-1131; (757) 263-1240 (TDD) or email her at lisa.banicky@vbschools.com.

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June 2025