# FORWARD TOGETHER

## 100-Day Superintendent Entry Plan

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## 30-Day Update

**UPDATED: 09/09/26**

SYSTEM STATUS: **LISTEN. LEARN. ALIGN. ACT.**

INITIALIZING LEADERSHIP PRIORITIES...

**Priority 1: Listen, Learn, and Build Trust Through Stakeholder Engagement**

Vance County Schools is built on strong relationships. During the first 100 days, I will intentionally engage students, employees, families, community partners, and elected officials to strengthen trust, improve communication, and ensure diverse voices help shape the district's future. This work will serve as the foundation for developing *adVance 2030*, the district's next strategic plan, ensuring that our future priorities are informed by the people we serve.

| TIME FRAME | # | ACTION STEP | STATUS UPDATE | |
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| 30 | 1.1 | Visit every school and district department to learn about successes, challenges, and opportunities firsthand. | 🟡 | • Visited all 14 schools throughout opening and the first weeks of the 2026-27 school year, engaging directly with students, teachers, principals, and support staff.<br>• Participated in first-day experiences at elementary and high schools, including accompanying a Vance County senior for his "Last First Day."<br>• Established specific campus look-fors related to visitor procedures, staff identification, classroom/building readiness, metal detector procedures, schedules, cell phone expectations, and instructional time.<br>• Provided timely feedback and follow-up to principals when concerns were identified.<br>• Engaged directly with Transportation employees, including approximately 80 drivers, monitors, and mechanics during the annual Transportation meeting.<br>• Participated in school and district events including Open Houses, the Back-to-School Bash, athletic events, and other beginning-of-year activities.<br>• Complete formal visits to every ASC department and maintain a superintendent visit log documenting themes, celebrations, and follow-up needs. |
| 60 | 1.2 | Establish Superintendent Advisory Councils representing students, teachers, support staff, | 🟡 | • Began gathering employee perspectives through the Superintendent's beginning-of-year survey focused on why |

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| | | and parents. | | employees stay, what they need, and what the superintendent should know.<br>• Established a recurring engagement structure with district receptionists through *The Vance Welcome* professional learning series.<br>• Continue engagement with parents through VPAC and other district/school opportunities.<br>• Formalize membership, meeting schedules, and operating expectations for the Student Advisory Council, Teacher Advisory Council, Support Staff Advisory Council, and VPAC for 2026-27. |
| 60 | 1.3 | Meet with local government officials, business leaders, faith leaders, and community organizations to strengthen partnerships that support students. | 🟢 | • Met with the Vance County Manager to discuss district/county priorities, facilities, property, and opportunities for collaboration.<br>• Engaged with the Mayor of Henderson regarding expansion of student internship opportunities.<br>• Began service as an ex-officio member of the Henderson-Vance Chamber of Commerce Board.<br>• Met with community and agency partners, including the Boys & Girls Club and local partners supporting student programming.<br>• Advanced partnership conversations related to school gardens (Cooperative Extension), student internships (local businesses), community health programming, and other experiential learning opportunities (SparkNC, CFI learning opportunities).<br>• Met for the Local Agency Collaborative Roundtable, which brings together leaders from across government, education, health care, economic development, and community organizations to collaborate on shared priorities such as housing, workforce development, infrastructure, and economic growth.<br>• Status is marked as *complete* though it is on-going in its nature. |
| 30 | 1.4 | Establish consistent and transparent communication with the Board of Education through weekly updates, standing meetings, and timely information sharing. | 🟢 | • Established weekly Superintendent Board Briefs highlighting celebrations, operations, safety, teaching and learning, and upcoming events.<br>• Provided timely Board notifications regarding emerging operational, personnel, student safety, and school matters. |

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| | | | | • Provided Board members embargoed preliminary accountability information prior to the public release.<br>• Established timely communication with the Board Chair and Board attorney as issues and opportunities arise.<br>• Status is marked as *complete* though it is on-going in its nature. |
| 90 | 1.5 | Review internal and external communication practices to identify opportunities for greater clarity, consistency, and transparency. | 🟡 | • Implemented a standardized public records request process directing requests through the district website.<br>• Reinforced expectations for timely, schoolwide communication following three school-based matters.<br>• Shared a superintendent-to-employee multi-media communication for the release of accountability information<br>• Conduct a formal communication audit examining district and school websites, family communication platforms, crisis communication, internal communication, and public-facing customer service. |
| 100 | 1.6 | Gather stakeholder feedback through surveys, focus groups, and community engagement opportunities. | 🟡 | • Launched a Superintendent Employee Survey following Convocation to gather feedback regarding employee experience, needs, and priorities.<br>• Gathered feedback from receptionists regarding confidence, expectations, process barriers, needed tools, and opportunities for improvement.<br>• Gathered qualitative feedback from families and community partners through Back-to-School and beginning-of-year events.<br>• Develop the broader *adVANCE 2030* stakeholder survey for students, employees, families, and community members. |
| 30 | 1.7 | Review current employee recognition practices and identify opportunities to celebrate excellence throughout the school year. | 🟢 | • Established a staff verification/correction process to improve the accuracy of service records.<br>• Launched the district's Employee Service Pin Recognition Program at 5-, 10-, 15-, 20-, 25-, and 30-year milestones.<br>• Reviewed the district's current employee appreciation practices |

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| | | | | and worked with the Communications Office to develop a yearlong employee recognition calendar.<br>● Widely-published appreciation days for employee groups, to allow for individual and/or school-/district-based celebrations. |
| 100 | 1.8 | Establish a Strategic Planning Steering Committee to guide development of adVANCE 2030 and recommend a timeline for Board review and adoption. | 🔴 | ● Develop the Steering Committee composition, stakeholder engagement calendar, planning timeline, and proposed Board adoption schedule.<br>● Identify stakeholder engagement, student achievement, operations, organizational effectiveness, safety, and culture as key areas for baseline analysis.<br>● Complete a formal closeout review of the current strategic plan, documenting accomplishments, unfinished priorities, and lessons that should inform adVANCE 2030. |

🔴 **Not Started,** 🟡 **In Progress,** 🟢 **Complete**

**Priority 2: Strengthen Teaching, Learning, and Student Success**

High-quality teaching and learning must remain at the center of our work. Vance County Schools has developed innovative programs and opportunities that distinguish us from many neighboring districts. Our next step is ensuring that this innovation is matched by consistently strong instruction in every classroom, every day. During the first 100 days, we will examine the alignment among curriculum, instruction, assessment, professional learning, and school support while evaluating the effectiveness of our innovative programming. This work will help establish a shared vision for instructional excellence and ensure every student has access to engaging, high-quality learning experiences.

| TIME FRAME | # | ACTION STEP | STATUS UPDATE | |
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| 60 | 2.1 | Visit classrooms across the district to observe instruction, celebrate effective practices, and identify opportunities for improvement. | 🟡 | • Established maximizing instructional time as one of four leadership priorities during the opening district leadership meeting.<br>• Reinforced expectations that district and school leaders maintain a regular presence in classrooms.<br>• Conduct classroom instructional visits to observe teaching, learning, student engagement, and school culture. {*On-going}*<br>• Review GROW platform walkthrough tracker to identify districtwide instructional trends and follow-up supports. |
| 90 | 2.2 | Review curriculum implementation, instructional expectations, and instructional resources across all grade levels. | 🟡 | • Continued monitoring of core instructional programs and resources through the C&I and ATR leadership teams.<br>• Reinforced core instruction, standards alignment, strong PLCs, and data cycles as district leadership expectations for 2026-27.<br>• Conduct implementation reviews of curriculum such as CKLA, HMH, i-Ready, Lexia, Discovery Education, and district LMS expectations to determine consistency and support needs. |
| 60 | 2.3 | Analyze achievement, growth, School Performance Grades, EVAAS, and other student data to identify district priorities. | 🟢 | • Convened principals to review 2025-26 accountability results and identify celebrations and areas requiring continued improvement.<br>• Reviewed district and school achievement, growth, and School Performance Grade data. |

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| | | | | • Established differentiated follow-up for low-performing schools including expectations regarding the Super Observation process.<br>• Restructured and added additional positions for academic, attendance, behavior, and/or leadership support for high-needs schools (Instructional Improvement Specialist, At-Risk Coordinator, etc)<br>• Status is marked as *complete* though it is on-going in its nature. |
| 60 | 2.4 | Review district assessment practices to ensure they support teaching, learning, and timely intervention. | 🟢 | • Reviewed and streamlined district assessment practices through collaboration between Curriculum & Instruction and Testing & Accountability.<br>• Reduced redundant K–8 literacy testing by eliminating the i-Ready Reading Diagnostic as a district requirement, establishing mCLASS DIBELS 8 as the K–5 universal reading screener and Lexia Auto Placement as the required grades 6–8 diagnostic.<br>• Clarified district benchmark expectations so assessments are intentionally used to guide instruction, followed by teacher analysis of results and review of content with students, while maintaining consistent testing windows, accommodations, and administration procedures across schools.<br>• Reinforced expectations for strong PLCs and data cycles that move beyond data collection to instructional response. |
| 90 | 2.5 | Ensure proficiency scales support instruction, feedback, intervention, and grading in K-12 math classes. | 🟡 | • Developed district expectations that clarify how proficiency scales should inform instructional planning, student feedback, intervention, and evidence of learning.<br>• Gathered teacher and principal feedback from the 2025-26 pilot implementation regarding strengths, barriers, and professional learning needs associated with proficiency-based learning.<br>• Conduct K-12 school-level sampling of proficiency scales to determine consistency, quality, and actual classroom use.<br>• Use updated findings from the proficiency-scale review to establish differentiated professional learning for teachers and school leaders. |

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| 60 | 2.6 | Identify opportunities to increase student participation in innovative learning experiences. | 🟡 | • Reviewed program offerings for CFI, SparkNC, audio/video labs, EnTech, CTE, and experiential learning opportunities for the 2026-27 year.<br>• Supported the launch of the first Youth Community Health Workers Academy cohort at Vance County High School.<br>• Developed plans to ensure all elementary students have access to weekly art and music experiences.<br>• Confirmed plans to reinstate the districtwide arts showcases and live student events<br>• Launching a partnership with Vance County Cooperative Extension to engage Beta Club students as stewards of school gardens while building on existing school-based efforts.<br>• Develop 2026-27 schedule for CFI and EnTech student experiences (intra-district field trips).<br>• Complete a participation and outcomes review to determine who is accessing innovative opportunities and where expansion is warranted. *{Will be ongoing}* |
| 100 | 2.7 | Research the development of a student-run print shop as a workforce development initiative. | 🟡 | • Continued planning for development of a district-ran Print Shop as both a workforce development opportunity and district operational resource.<br>• Develop an implementation proposal addressing equipment, staffing, curriculum alignment, student credentials/work-based learning, pricing, and district purchasing opportunities. |

🔴 **Not Started,** 🟡 **In Progress,** 🟢 **Complete**

**Priority 3: Build Leadership Capacity and Organizational Excellence**

Vance County Schools need a leadership culture that is clear, collaborative, responsive and focused on results. The district has talented people and many strong systems already in place. The first 100 days will be used to clarify responsibilities, strengthen collaboration and ensure that central office departments and school leaders are organized to support schools effectively. The purpose is not change for the sake of change. It is to make sure the district's structure matches its priorities.

| TIME FRAME | # | ACTION STEP | STATUS UPDATE | |
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| 60 | 3.1 | Hold regular one-on-one meetings with principals and directors to build relationships and provide support around their specific goals. | 🟡 | • Established recurring meeting cadence with executive leaders including the monthly Leadership Team Meetings (principals and directors), bi-monthly Leadership Roundtable (directors and cabinet), weekly Cabinet Meetings, and weekly Executive Cabinet Meetings.<br>• Provided individualized support to school leaders navigating complex personnel, safety, discipline, and operational matters. {*On-going}*<br>• Establish one-on-one meetings with principals, executive leaders and Cabinet members for their initial professional development plans. |
| 30 | 3.2 | Strengthen cross-departmental collaboration by establishing clear expectations that promote teamwork and collaborative decision-making. | 🟢 | • Reorganized executive leadership responsibilities to improve alignment among academics, accountability, communications, student services, and auxiliary services.<br>• Reinforced cross-department ownership of school safety, student support, communication, and operational concerns.<br>• Clarified that departments are expected to solve problems collaboratively rather than operating in silos during the opening Leadership Team Meeting.<br>• Status is marked as *complete* though it is on-going in its nature. |
| 90 | 3.3 | Work alongside district leaders and | 🟡 | • Established and communicated districtwide leadership priorities for |

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| | | principals to identify annual priorities aligned to district goals and their professional leadership development needs. | | the 2026-27 school year.<br>• Expanded leadership development and cross-district collaboration by strategically assigning district leaders to participate in CCRESA's professional councils aligned to their areas of responsibility, including C&I, Technology, SISP, PIO, Facilities, Licensure, HR, Finance, and Safety.<br>• Directed targeted improvement actions for low-performing schools requiring additional support.<br>• Connect accountability outcomes to differentiated school improvement priorities.<br>• Complete structured department reviews using common questions around purpose, workflow, service delivery, staffing, pain points, SOPs, and opportunities for improvement. |
| 90 | 3.4 | Monitor progress, celebrate success, and identify needed support with school improvement efforts. | 🟡 | • Continued the monthly school improvement monitoring process using Indistar, Title I Crate, accountability data, and evidence from campus visits. {*On-going}*<br>• Develop a concise leadership progress dashboard for Board and executive monitoring. |
| 30 | 3.5 | Strengthen customer service expectations across all departments, especially at front desks and other public-facing roles. | 🟢 | • Launched *The Vance Welcome*, a yearlong professional learning and continuous-improvement series for school and district receptionists.<br>• Gathered baseline feedback regarding confidence, expectations, barriers, tools, and needed process improvements.<br>• Began reviewing phone rollover practices and call data to strengthen responsiveness and family experience.<br>• Began adding common scripts, SOPs, and resources to the Vance Resource Vault based on key areas identified.<br>• Status is marked as *complete* though it is on-going in its nature. |

**Priority 4: Build Leadership Capacity and Organizational Excellence**

Vance County Schools' financial, operational, and organizational systems must work together to support safe schools, exceptional teaching and learning, and the responsible stewardship of public resources. As the district responds to declining enrollment, the recent consolidation of two elementary schools, evolving student needs, and changes in district leadership, this is an important opportunity to ensure that our people, processes, facilities, technology, and resources are aligned to effectively serve schools.

| TIME FRAME | # | ACTION STEP | STATUS UPDATE | |
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| 60 | 4.1 | Routinely meet with key staff members and operational departments to review funding priorities, make strategic plans for staffing (based on enrollment), identify strengths/challenges, and opportunities for improvement. | 🟡 | • Established routine consultation with the CFO regarding budget, staffing, compensation, and resource decisions.<br>• Reviewed funding availability associated with leadership salary alignment and organizational restructuring.<br>• Established a grant oversight committee to ensure the coordinated monitoring of district grants, ensuring that funds are used appropriately, grant requirements and timelines are met, and implementation remains aligned to district priorities.<br>• Used operational incidents, including transportation and facilities concerns, to examine communication and response procedures. *{Ongoing}*<br>• Continue monitoring of district resources in the context of declining enrollment and school consolidation. *{Ongoing}*<br>• Reviewed staffing needs and placements associated with organizational changes and school needs, especially with the specialized EC school sites.<br>• Complete a school-by-school enrollment, staffing, class-size, and position-utilization analysis to inform FY 2027-28 planning.<br>• Develop a recurring Superintendent/CFO financial dashboard covering fund balance, enrollment, vacancies, major grants, capital needs, and budget-to-actual expenditures. |

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| 60 | 4.2 | Visit schools and support facilities to assess building conditions and operational needs. | 🟡 | • Engaged the County around the Dabney-adjacent parcel being considered for a fire station and examined historic land/collateral issues connected to the property.<br>• Examined whether lottery/capital funds could be appropriately used to complete safety vestibules at remaining schools.<br>• Worked through mold/fire inspection concerns at a school site and secured appropriate clearance before moving forward with occupancy/use.<br>• Complete a facilities needs inventory identifying immediate, short-term, and capital priorities by campus. |
| 60 | 4.3 | Monitor the transition of the two consolidated school facilities back to county ownership and work with local partners to ensure a smooth and responsible process. | 🟡 | • Engaged the County Manager regarding district property, land, and facility matters.<br>• Continued coordination regarding the implications of school consolidation and district/county facility responsibilities.<br>• Develop a written transition checklist identifying property, inventory, maintenance, legal, financial, and county coordination requirements for both former school sites. |
| 30 | 4.4 | Develop a centralized location for district procedures, forms, and operational resources: VCS Resource Vault. | 🟢 | • Worked with departments to document and update essential procedures.<br>• Launched the Vance Resource Vault as the district's centralized repository for SOPs, forms, calendars, and operational resources.<br>• Began moving districtwide processes into a common, accessible location to improve consistency and reduce reliance on individual knowledge.<br>• Developed/advanced SOPs involving public records, external professional development, virtual-school enrollment/address verification, front-office response practices, and other recurring district processes. |

**Priority 5: Strengthen School Safety, Student Support, and District Culture**

Every student deserves to learn in a school where they feel safe, supported and connected, and every employee deserves a workplace where they are equipped to help students succeed. During the first 100 days, we will strengthen the systems, relationships, and supports that contribute to safe, welcoming, and well-managed schools while reinforcing that safety extends beyond emergency preparedness to include positive school culture, student and staff well-being, and shared responsibility.

| TIME FRAME | # | ACTION STEP | STATUS UPDATE | |
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| 60 | 5.1 | Review emergency plans, safety drills, visitor management practices, and emergency response procedures. | 🟡 | • Established "Safety is everyone's responsibility" as a districtwide superintendent priority.<br>• Reinforced site-visit expectations related to visitor sign-in, employee badges, metal detector procedures, building readiness, and student supervision.<br>• Reinforced the need for district safety/technology leadership to establish a clear response plan for Gaggle alerts so ambiguity about ownership cannot result in delayed student-safety intervention.<br>• Continued review of school safety incidents and administrative responses to identify needed procedural improvements.<br>• Complete a school-by-school safety readiness review documenting EOP status, drill compliance, visitor procedures, SERT readiness, and identified corrective actions. |
| 60 | 5.2 | Lead cross-departmental efforts to support implementation of an emergency/crisis alert system and a K-12 SEL curriculum launch. | 🟡 | • Procured CharacterStrong as the common resource that identifies practices that promote belonging, respect, behavior intervention (MTSS) and character-building.<br>• Confirmed implementation expectations, professional learning, progress-monitoring measures, and school-level ownership for the K-12 SEL curriculum.<br>• Coordinated proposed safety implementation across technology, operations, student services, and school leadership.<br>• Procure the Centegix emergency response badge system, as a pilot at 3-4 target schools. |
| 30 | 5.3 | Continue working with local law enforcement and emergency responders | 🟢 | • Engaged the Vance County Sheriff in direct discussion regarding current School Resource Officer staffing shortages and potential |

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| | | to strengthen school safety. | | adjustments to SRO compensation as a strategy for recruitment and filling positions.<br>● Included Major Gooch (VSO) for emergency tabletop exercises during summer Leadership Retreat.<br>● Exploring additional safety training for school personnel on topics such as de-escalation and restraint.<br>● Status is marked as *complete* though it is on-going in its nature. |
| 60 | 5.4 | Analyze attendance, discipline, and climate data to identify schools needing additional support. | 🟡 | ● Established attendance and engagement as a districtwide priority.<br>● Reviewed emerging student discipline and school climate concerns and provided direct superintendent-level guidance where needed. *{Ongoing}*<br>● Directed targeted attendance and behavior support for Advance Academy through MTSS leadership and social work.<br>● Establish monthly attendance, discipline, and climate reviews with school leaders and identify thresholds that trigger additional district support. |
| 60 | 5.5 | Identify opportunities to better support employee wellness, professional well-being, and overall district culture. | 🟡 | ● Gathered employee feedback through the Superintendent Survey regarding what employees need to remain successful and supported in VCS.<br>● Established employee-service celebration, the Advantage Lounge, the Vance Advantage identify materials/hashtag, and other staff-focused experiences to strengthen pride, belonging, and retention.<br>● Implemented Wellness Wednesdays for ASC staff, creating a structured opportunity for employees to engage in physical activity, reduce stress, and prioritize wellness during the workday while maintaining department operations.<br>● Review EAP utilization, employee wellness resources, leave trends, and employee feedback to identify two or three high-impact wellness supports for implementation this year. |