FORWARD TOGETHER

100-Day Superintendent Entry Plan

Dr. Destiney Ross-Putney | Superintendent, Vance County Schools

90-Day/Final Update

UPDATED: 10/05/26

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	
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. • Participated in first-day experiences at elementary and high schools, including accompanying a Vance County senior for his "Last First Day." • Established specific campus look-fors related to visitor procedures, staff identification, classroom/building readiness, metal detector procedures, schedules, cell phone expectations, and instructional time. • Provided timely feedback and follow-up to principals when concerns were identified. • Engaged directly with Transportation employees, including approximately 80 drivers, monitors, and mechanics during the annual Transportation meeting. • Participated in school and district events including Open Houses, the Back-to-School Bash, athletic events, and other beginning-of-year activities. • Maintain a log of formal visits to every school and department documenting themes, celebrations, and follow-up needs. • Continued direct engagement with school leaders and staff through school visits, districtwide events, and individualized leadership conferences. • Continued direct engagement with school leaders and staff through school visits, districtwide events, and individualized

				leadership conferences. • Strengthened relationships with community members, students, families, staff, and alumni through Homecoming festivities • Status is marked as *complete* though it is on-going in its nature.
60	1.2	Establish Superintendent Advisory Councils representing students, teachers, support staff, and parents.	🟢	• Began gathering employee perspectives through the Superintendent's beginning-of-year survey focused on why employees stay, what they need, and what the superintendent should know. • Established a recurring engagement structure with district receptionists through *The Vance Welcome* professional learning series. • Continue engagement with parents through VPAC and other district/school opportunities. • Formalize membership, meeting schedules, and operating expectations for the Student Advisory Council, Teacher Advisory Council, Support Staff Advisory Council, and VPAC for 2026-27 • Advanced council membership and stakeholder selection processes to ensure representation across the district. • Status is marked as *complete* though it is on-going in its nature.
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. • Engaged with the Mayor of Henderson regarding expansion of student internship opportunities. • Began service as an ex-officio member of the Henderson-Vance Chamber of Commerce Board. • Met with community and agency partners, including the Boys & Girls Club and local partners supporting student programming. • 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).

				• 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. • Participated in the Juvenile Crime Prevention Council (JCPC) community event, emphasizing student belonging, safe spaces, violence prevention, and collective responsibility for youth development. • Engaged the Vance County Public School Foundation to explore sustainable support for arts education, employee recognition, and student enrichment. • 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. • Provided timely Board notifications regarding emerging operational, personnel, student safety, and school matters. • Provided Board members embargoed preliminary accountability information prior to the public release. • Established timely communication with the Board Chair and Board attorney as issues and opportunities arise. • Conducted a collaborative Board of Education retreat on October 21 focused on school performance, district priorities, operational challenges, and shared accountability. • 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. • Reinforced expectations for timely, schoolwide communication following three school-based matters. • Shared a superintendent-to-employee multi-media communication for the release of accountability information. • Continued implementing improvements to Board meeting audio

				and video accessibility through upgraded meeting technology. • Identified opportunities for clearer employee communications, school incident notifications, and public-facing customer service. • Conduct a formal communication audit examining crisis communication.
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. • Gathered feedback from receptionists regarding confidence, expectations, process barriers, needed tools, and opportunities for improvement. • Gathered qualitative feedback from families and community partners through Back-to-School and beginning-of-year events. • Gathered stakeholder input through Superintendent surveys, advisory council interest forms, leadership discussions, and the Board retreat. • Incorporated stakeholder feedback and school improvement priorities into preparations for the district's next strategic planning cycle. • 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. • Launched the district's Employee Service Pin Recognition Program at 5-, 10-, 15-, 20-, 25-, and 30-year milestones. • Reviewed the district's current employee appreciation practices and worked with the Communications Office to develop a yearlong employee recognition calendar. • Widely-published appreciation days for employee groups, to allow for individual and/or school-/district-based celebrations. • Coordinated districtwide recognition of principals during National Principals Month, including personalized appreciation and

				recognition from the Superintendent and Cabinet.
100	1.8	Establish a Strategic Planning Steering Committee to guide development of adVANCE 2030 and recommend a timeline for Board review and adoption.	🟡	• Identified a Strategic Planning Steering Committee to guide development of the district's next three-year strategic plan, *adVANCE 2030*. • Identified stakeholder engagement, student achievement, operations, organizational effectiveness, safety, and culture as key areas for baseline analysis. • Established the transition from the 100-Day Entry Plan to a longer-term strategic planning process grounded in student achievement, stakeholder feedback, operational effectiveness, and district priorities. • Established the Superintendent Dashboard as a continuing accountability mechanism for monitoring implementation and informing strategic decisions. • Develop a stakeholder engagement calendar, planning timeline, and proposed Board adoption schedule. • Complete a formal closeout review of the current strategic plan, documenting accomplishments, unfinished priorities, and lessons that should inform adVANCE 2030.

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	
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. • Reinforced expectations that district and school leaders maintain a regular presence in classrooms. • Conduct classroom instructional visits to observe teaching, learning, student engagement, and school culture. {*On-going}* • Strengthened instructional coaching and monitoring at Vance County High School and Advance Academy through targeted support from an Instructional Improvement Specialist. • Expanded use of the Get Better Faster instructional coaching framework to strengthen real-time feedback, classroom walkthroughs, and teacher support. • Reviewed GROW platform walkthrough tracker to identify districtwide instructional trends and follow-up supports. • Incorporated targeted feedback tools and standardized instructional look-fors into the GROW platform to support school leadership teams. • Status is marked as *complete* though it is on-going in its nature.
90	2.2	Review curriculum implementation,	🟢	• Continued monitoring of core instructional programs and

		instructional expectations, and instructional resources across all grade levels.		resources through the C&I and ATR leadership teams. • Reinforced core instruction, standards alignment, strong PLCs, and data cycles as district leadership expectations for 2026-27. • Reviewed district instructional support for beginning teachers, including findings from the Start Strong initiative and teacher feedback regarding classroom management, curriculum, and instructional needs. • Conducted implementation reviews of curriculum such as CKLA, HMH, i-Ready, Lexia, Discovery Education, and district LMS expectations to determine consistency and support needs. • Reviewed instructional implementation concerns and support needs across core programs, district assessments, intervention resources, and digital learning platforms. • Strengthened alignment between benchmark assessment analysis, grade-level standards, PLC instruction, and subsequent instructional response. • Reinforced the use of standards-level performance analysis to identify learning gaps across schools rather than relying exclusively on overall proficiency rates. • Status is marked as *complete* though it is on-going in its nature.
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. • Reviewed district and school achievement, growth, and School Performance Grade data. • Established differentiated follow-up for low-performing schools including expectations regarding the Super Observation process. • Restructured and added additional positions for academic, attendance, behavior, and/or leadership support for high-needs schools (Instructional Improvement Specialist, At-Risk Coordinator, etc) • Presented school-specific achievement trends, growth outcomes, and improvement priorities during the October Board retreat. • Developed individual school performance profiles to support differentiated questioning, resource allocation, and accountability

				discussions. • Secured Board approval of the 2026–27 District and School Improvement Plans, including measurable achievement and academic growth targets. • 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. • 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. • 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. • Reinforced expectations for strong PLCs and data cycles that move beyond data collection to instructional response.
100	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. • Gathered teacher and principal feedback from the 2025-26 pilot implementation regarding strengths, barriers, and professional learning needs associated with proficiency-based learning. • Conduct K-12 school-level sampling of proficiency scales to determine consistency, quality, and actual classroom use. • Use updated findings from the proficiency-scale review to establish differentiated professional learning for teachers and school leaders.
60	2.6	Identify opportunities to increase student	🟢	• Reviewed program offerings for CFI, SparkNC, audio/video labs,

		participation in innovative learning experiences.		EnTech, CTE, and experiential learning opportunities for the 2026-27 year. • Supported the launch of the first Youth Community Health Workers Academy cohort at Vance County High School. • Developed plans to ensure all elementary students have access to weekly art and music experiences. • Confirmed plans to reinstate the districtwide arts showcases and live student events • 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. • Advanced implementation of virtual art and music instruction to expand elementary students' access to arts education. • Supported planning for student educational travel and experiential learning opportunities, including a proposed HBCU festival field trip with no cost to participating students. • Developed 2026-27 schedule for CFI and EnTech student experiences (intra-district field trips). • Completed a participation and outcomes review to determine who is accessing innovative opportunities and where expansion is warranted; shifted focus of AIG intra-district trips to CFI to be more inclusive on an annual rotating basis of various sub-groups. • Advanced planning for a Kittrell Job Corps partnership to expand workforce and technical training opportunities for Advance Academy students. • Presented a phased approach for expanding arts education and enrichment, including districtwide arts showcases and Arts on Demand. • Status is marked as *complete* though it is on-going in its nature.
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. • Conducted a site visit to an established school district print shop to examine operational practices, equipment, staffing models, cost recovery, and potential sustainability challenges.

				• Identified opportunities to establish internal printing procedures, standardized pricing, and district purchasing practices to improve financial viability. • Explored a phased implementation model that begins with district printing needs and could eventually incorporate student internships and expanded community partnerships. • Identified proposed services, operating procedures, pricing considerations, and student workforce development opportunities. • Advanced a phased launch strategy designed to meet district printing needs while creating future student internship opportunities; operations to begin in January 2027 • Developed an implementation proposal addressing equipment, staffing, curriculum alignment, pricing, and district purchasing options. • Secure a large capacity printer via leasing option. • Explore student credentials/work-based learning opportunities via CTE beginning in the 2027-28 school year.

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	
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. • Provided individualized support to school leaders navigating complex personnel, safety, discipline, and operational matters. {*On-going}* • Establish one-on-one meetings with principals, executive leaders and Cabinet members for their initial professional development plans. • Completed initial individual evaluation and goal-setting conferences with 14 principals, 7 Cabinet members, and 4 directors. • Conducted structured leadership conferences focused on professional goals, organizational effectiveness, leadership challenges, district support needs, and opportunities for improvement. • Facilitated cross-functional Board and Cabinet collaboration during the October retreat, connecting instructional needs, staffing, facilities, safety, and financial decisions.
30	3.2	Strengthen cross-departmental collaboration by establishing clear expectations that promote teamwork and	🟢	• Reorganized executive leadership responsibilities to improve alignment among academics, accountability, communications, student services, and auxiliary services.

		collaborative decision-making.		• Reinforced cross-department ownership of school safety, student support, communication, and operational concerns. • Clarified that departments are expected to solve problems collaboratively rather than operating in silos during the opening Leadership Team Meeting. • Supported the development of a district-created URL shortening and QR code management tool to improve the accessibility, consistency, and professionalism of district communications. • Status is marked as *complete* though it is on-going in its nature.
90	3.3	Work alongside district leaders and principals to identify annual priorities aligned to district goals and their professional leadership development needs.	🟢	• Established and communicated districtwide leadership priorities for the 2026-27 school year. • 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. • Directed targeted improvement actions for low-performing schools requiring additional support. • Reviewed and established individualized 2026–27 performance goals for principals, Cabinet members, and directors, aligned with district priorities and professional leadership standards. • Identified recurring leadership themes and organizational needs through the initial evaluation process to inform professional development and targeted district support. • Connect accountability outcomes to differentiated school improvement priorities. • Completed structured department reviews using common questions around purpose, workflow, service delivery, staffing, pain points, SOPs, and opportunities for improvement. • Established individualized professional goals for 14 principals, seven Cabinet members, and four directors. • Connected leadership evaluation conferences to school improvement priorities, professional growth needs, organizational effectiveness, and measurable outcomes. • Advanced succession and transition planning for key district

				leadership vacancies.
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}* • The CTO developed and implemented a Superintendent Dashboard to monitor completion of the 100-Day Entry Plan's 29 action steps across five priority areas. • Established a transparent structure for monitoring implementation status, documenting progress, and identifying unfinished work requiring continued attention. • Presented individualized school profiles and improvement priorities to the Board to support ongoing school performance monitoring. • Developed a concise leadership progress dashboard for Board and executive monitoring. • Established a framework for carrying forward unfinished action steps into departmental work plans and the district's three-year strategic plan. • Status is marked as *complete* though it is on-going in its nature.
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. • Gathered baseline feedback regarding confidence, expectations, barriers, tools, and needed process improvements. • Began reviewing phone rollover practices and call data to strengthen responsiveness and family experience. • Began adding common scripts, SOPs, and resources to the Vance Resource Vault based on key areas identified. • Status is marked as *complete* though it is on-going in its nature.

Priority 4: Strengthen Financial Stewardship, Operations & Organizational Systems

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	
100	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. • Reviewed funding availability associated with leadership salary alignment and organizational restructuring. • 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. • Used operational incidents, including transportation and facilities concerns, to examine communication and response procedures. *{Ongoing}* • Continue monitoring of district resources in the context of declining enrollment and school consolidation. *{Ongoing}* • Reviewed staffing needs and placements associated with organizational changes and school needs, especially with the specialized EC school sites. • Complete a school-by-school enrollment, staffing, class-size, and position-utilization analysis to inform FY 2027-28 planning. • Analyzed district enrollment following the 10-day no-show withdrawal process, identifying a reduction from approximately 4,924 students to 4,812 students and evaluating the associated financial and staffing implications. • Implemented districtwide cost-containment measures in

				response to declining enrollment and reductions in state-allocated funding, including establishing a $25-per-hour cap on extra-duty compensation. ● Reviewed student transportation ridership and operational data to identify opportunities for more efficient routes, improved service delivery, and responsible resource utilization. ● Continue monitoring transportation staffing needs and driver recruitment and training efforts. ● Conducted a comparative review of administrative staffing allocations, including 24 assistant principals across 14 schools, to identify alignment opportunities with enrollment and available funding. ● Reviewed preliminary state funding projections identifying approximately $2.4 million in potential reductions for 2027–28 resulting from declining enrollment. ● Initiated a comprehensive review of personnel assignments, position utilization, licensure compliance, and staffing expenditures. ● Secured superintendent-level access to NCDPI's DART dashboard to strengthen access to state financial and business data, support fiscal oversight, and inform data-driven staffing and resource allocation decisions. ● Examine opportunities for organizational restructuring and improved allocation of local and state resources. ● Develop a recurring Superintendent/CFO financial dashboard covering fund balance, enrollment, vacancies, major grants, capital needs, and budget-to-actual expenditures.
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. ● Examined whether lottery/capital funds could be appropriately used to complete safety vestibules at remaining schools.

				• Worked through mold/fire inspection concerns at a school site and secured appropriate clearance before moving forward with occupancy/use. • Our Maintenance Director completed a facilities needs inventory identifying immediate, short-term, and capital priorities by campus; submitted a 5-year report to NCDPI. • Continued evaluating district safety vestibule needs, construction estimates, and available funding sources. • Monitored Vance County Middle School roofing renovations and coordinated responses to previously unidentified structural concerns.
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. • Continued coordination regarding the implications of school consolidation and district/county facility responsibilities. • Coordinated the identification and reassignment of usable instructional technology and other assets to active schools. • Advanced cleanout operations at the former Carver Elementary School facility, with approximately 90% of the work completed as of October 12. • Developed a written transition checklist identifying property, inventory, maintenance, legal, financial, and county coordination requirements for both former school sites.Advanced the process of decommissioning the former New Hope Elementary School facility for transfer to county ownership. • Evaluated potential future district uses of the former Carver Elementary School building, including student behavioral and alternative program needs. • Continued overseeing the redistribution, disposal, and repurposing of surplus district property and instructional equipment.

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. • Launched the Vance Resource Vault as the district's centralized repository for SOPs, forms, calendars, and operational resources. • Began moving districtwide processes into a common, accessible location to improve consistency and reduce reliance on individual knowledge. • Developed/advanced SOPs involving public records, external professional development, virtual-school enrollment/address verification, front-office response practices, and other recurring district processes. • Strengthened procedural guidance for student safety, bullying investigations, parental notifications, and school-level incident documentation.

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	
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. • Reinforced site-visit expectations related to visitor sign-in, employee badges, metal detector procedures, building readiness, and student supervision. • 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. • Continued review of school safety incidents and administrative responses to identify needed procedural improvements. • Reviewed school-level safety concerns and identified corrective actions involving visitor procedures, behavioral emergencies, and documentation practices. • 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. • Confirmed implementation expectations, professional learning, progress-monitoring measures, and school-level ownership for the K-12 SEL curriculum. • Coordinated proposed safety implementation across technology, operations, student services, and school leadership. • Procure the Centegix emergency response badge system, as a pilot at 3-4 target schools. • Coordinated school-level preparation for crisis prevention and

				de-escalation training, including designated crisis response personnel and required professional learning. • Continued planning for implementation of the Centegix emergency response system, including identification of pilot locations and coordination among district departments. • Finalized procurement documentation for the CENTEGIX crisis alert pilot, with initial invoicing received in October. • Implemented CharacterStrong instructional expectations, including scheduled character education and bullying prevention lessons.
30	5.3	Continue working with local law enforcement and emergency responders to strengthen school safety.	🟢	• Engaged the Vance County Sheriff in direct discussion regarding current School Resource Officer staffing shortages and potential adjustments to SRO compensation as a strategy for recruitment and filling positions. • Included Major Gooch (VSO) for emergency tabletop exercises during summer Leadership Retreat. • Exploring additional safety training for school personnel on topics such as de-escalation and restraint. • 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. • Reviewed emerging student discipline and school climate concerns and provided direct superintendent-level guidance where needed. *{Ongoing}* • Directed targeted attendance and behavior support for Advance Academy through MTSS leadership and social work. • Analyzed school attendance, discipline, and staff coverage concerns to identify campuses requiring additional intervention. • Directed targeted behavior and supervision supports on transportation routes experiencing repeated disciplinary incidents, including assignment of a bus monitor and implementation of student seating procedures. • Examined school-level staff absence patterns and substitute coverage concerns to identify disruptions to instructional continuity.
90	5.5	Identify opportunities to better support	🟢	• Gathered employee feedback through the Superintendent Survey

		employee wellness, professional well-being, and overall district culture.		regarding what employees need to remain successful and supported in VCS. ● Established employee-service celebration, the Advantage Lounge, the Vance Advantage identify materials/hashtag, and other staff-focused experiences to strengthen pride, belonging, and retention. ● 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. ● Reviewed EAP utilization, employee wellness resources, leave trends, and employee feedback to identify two or three high-impact wellness supports for implementation this year. ● Our SBHT partnered with the THRIVe team through the Healthy Schools Grant (funded by Granville Vance Public Health) to launch a districtwide educators wellbeing survey to all VCS employees across schools, Central Office, and the Center for Innovation to gather comprehensive feedback on employee well-being and workplace culture. ● Established a process for using employee feedback to identify targeted wellness initiatives and strengthen positive workplace environments.