

VCS Vision, Mission, and Beliefs

Vision

All students will graduate college and career ready.

Mission

Maximize the success and potential of each student.

Beliefs

- All students can learn at high levels, regardless of poverty, social status, and/or family circumstances.
- Students learn in different ways and within different timeframes.
- Mistakes are expected, inspected, and respected.
- When students don't learn the way we teach, we will find ways to teach the way they learn.
- Assessments provide feedback that influences teaching and learning.
- Students can and will take responsibility for their learning.
- Students have ownership and vision for their education.

VCS Continuous Improvement Plan, 2021-2025

District Goal

VCS educators will operate as a Professional Learning Community (PLC) committed to working collaboratively to ensure high levels of learning for all students we serve as measured by an overall rating of at least “Full Implementation” in each strand of the VCS District Systems Review rubric by June, 2025.

Focus Area #1: PLC Culture

Focus Area #2: PLC Systems

VCS Continuous Improvement Plan, 2021-2025

Focus Area #1: PLC Culture

Strategies

- 1.1 The purpose and priorities of the district will be **communicated consistently and effectively** by district and building leaders and teams.
- 1.2 VCS educators will work collaboratively to clarify, implement, and monitor the **"tight" and "loose" elements** of our district PLC process.
- 1.3 VCS educators will work collaboratively to **build trust** through clear communication and expectations and by demonstrating a commitment to the right work.
- 1.4: VCS educators will learn how to build a **collaborative culture** and develop **collective responsibility** through ongoing professional learning opportunities.

Focus Area #2: PLC Systems

Strategies

- 2.1: Teachers and administrators will ensure all students have access to a **guaranteed and viable curriculum** in all content areas.
- 2.2: Building and district teams will ensure implementation of a **balanced assessment and analysis system** to inform instructional decisions that impact learning.
- 2.3: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the academic needs of each and every learner and are aligned to the district curriculum. **[MTSS Academic]**
- 2.4: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the social-emotional needs of each and every learner and are aligned to the CASEL framework. **[MTSS SEL]**
- 2.5: **Ongoing, job-embedded professional learning** focused on continuous improvement and growth and aligned to student and teacher needs will be made available to all staff and evaluated annually.