

Our Plan Foundation

Our Mission:

EVERY student MUST be successful!

Our Values Statement:

Our success is built on a foundation of:
Equity • Mutual Respect • Cultural Responsiveness
• The Pursuit of Excellence • Shared Responsibility
at School, at Home, and in the Community

Board of Education Goals:

- Removing predictability of student outcomes: *Learning for students and student groups is accelerated to transcend disparities & ensure positive social-emotional and academic outcomes*
- Resource allocation: *Resources and services are allocated transparently and equitably to best meet the diverse needs of all students*
- Building for 2020: *Continuing the focus on new high school construction, renovations for the "lift and shift" of six schools, and districtwide capital maintenance*
- Attendance Areas Boundary Adjustments: *Working with diverse committee of families & staff to review all current attendance areas, create new options, then approve before Fall of 2020*

Our Pillars

PILLAR ONE

Authentic Relationships

Establishment of authentic relationships is the foundation for student success. Authentic relationships are developed by: creating welcoming environments; nurturing open, trusting relationships; practicing mutual respect; and engaging in proactive communication. We encourage family and community engagement in every school, seek innovative ways to encourage culturally responsive collaboration - within and outside of VASD - and embrace a "we are in this together" environment for students, staff, families, and community members that supports a shared responsibility for student success.

PILLAR THREE

High Expectations for Every Student

We have high expectations for individual student growth and utilize data to determine whether we are providing rigorous and relevant programs - and the necessary supports for success - for every student. Specific, measurable, academic, and social-emotional benchmarks across the PreK-12 continuum are in place, to ensure every student is prepared for post-secondary success.

PILLAR TWO

Safe, Inclusive Learning Environments

Everyone has a place in our schools, feels valued, and is safe. Learning environments are culturally responsive, inclusive, and have systems of support that ensure physical, emotional, and social safety for all members of our school community.

PILLAR FOUR

Supporting & Empowering Staff

Staff voice and engagement is integral to the implementation of the district's mission and goals. We value, appreciate, and support our staff and their professional growth needs, pursuit of excellence, and efforts to ensure the success of every student. All staff have clear performance expectations that drive evaluation, professional development, and accountability. Systems are in place to support recruitment, retention, and succession planning.

PILLAR FIVE

Equitable Allocation of Resources

Resource allocation (money, time, people and space) is about priorities. We use data to determine the greatest areas of need and focus, and allocate resources to increase access to opportunity based on student needs.

The process for allocating resources is transparent and measurable, and all such decisions are assessed through the lens of the Equity Framework.

Our Strategic Objectives

1

Authentic Relationships

- a. Cultivate relationships between and among students, staff, and families
- b. Create welcoming environments for students
- c. Create welcoming environments for families
- d. Expand partnerships with families & community

2

Safe, Inclusive Learning Environments

- a. Foster physical, psychological, and social-emotional well-being
- b. Implement culturally responsive and inclusive practices
- c. Practice digital safety
- d. Ensure safe facilities and infrastructure

3

High Expectations for Students

- a. Personalize learning
- b. Ensure every student meets or exceeds grade-level standards
- c. Empower every student to be college, career, community ready

4

Supporting & Empowering Staff

- a. Personalize professional learning
- b. Create welcoming environments for staff
- c. Recruit, retain, and develop a workforce representative of our student population
- d. Establish and uphold clear performance expectations

5

Equitable Allocation of Resources

- a. Allocate resources based on student need
- b. Use data to inform the process
- c. Provide transparency throughout the process



Our Focus on Continuous Improvement

We are committed to our Strategic Plan becoming the guide for each of our schools' Continuous Improvement Teams (CITs), Implementation Teams (ITs), and the Administration and Board of Education. Continuous improvement allows each school the freedom to respond effectively to the specific needs of their students and families.

Every certified staff member in the district takes part in continuous improvement efforts. They serve either on their school's CIT, which sets building goals and monitors progress aligned with the District Equity Framework, and/or they serve on one of their school's various ITs, which are responsible for developing action plans to achieve the goals set by their CIT.

A major part of the Verona Area School District's Continuous Improvement process spotlights our Equity Framework--a document that guides the entire District on our actions, decision making and resource allocations.

Our Equity Framework addresses the following four areas:

EQUITY: We will act to eliminate gaps and barriers between our vision and the policies, practices, and structures that may perpetuate systemic inequities and seek to remove the predictability of success and failure that currently correlates with any social or cultural factor.

EMPOWERMENT:

We will create sustainable partnerships in supporting academic achievement for all learners.



Equity Framework



Strategic Plan



Continuous Improvement

VASD's Equity Framework drives the building of the Strategic Plan, which paves the way for each school's continuous improvement team to respond effectively to the specific needs of their students and families.

EXCELLENCE: We will ensure all learners have access to rigorous content at, or above, grade level.

ENGAGEMENT & EXPECTATIONS: We will develop knowledge, attitudes, skills and practices to create learning environments and opportunities that expect and support high achievement for all learners.

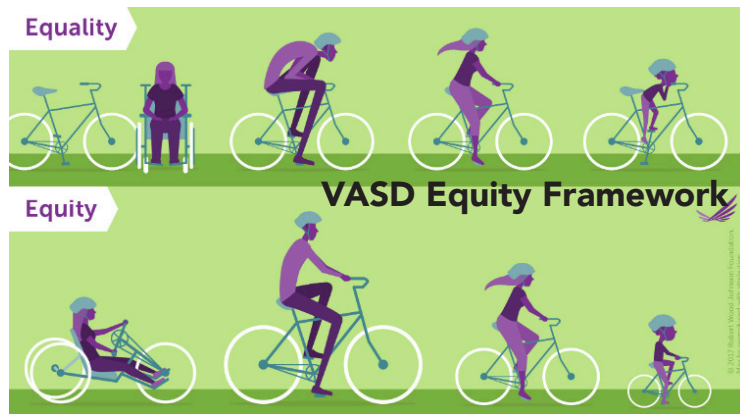
What is Equity?

The strategic planning committee explored the difference between equality and equity throughout the strategic planning process using the following definitions:

Equality: Each person receives the SAME amount of resources, attention and supports.

Equity: Each person receives the amount they NEED in the way of resources, attention and supports.

Educational Equity: Each student has access to the resources and educational rigor they NEED, at the right moment in their education, regardless of race, gender, ethnicity, ability, language, family background, or family income.



The graphic illustrates the difference between equality and equity. In the top half of this image, all individuals received the same bicycle, which results in unequal opportunities.

The bottom half demonstrates equity. All individuals have a bicycle that best meets their individual needs.

VASD is committed to achieving educational equity so ALL students receive the resources and supports they need to be successful!

Personalized Learning: A Tool for Equity

Prior to unveiling our Strategic Plan, the Verona Area School District Board of Education set the goal of having a Personalized Learning Plan for every student. Since then, the District has put tremendous energy and resources into this major instructional movement with the goals that:

- Every student in VASD has a personalized learning plan that provides a path to discovery and achievement and that plan is reviewed and changed at least annually based on the student's needs.
- Every student's parent, guardian or advocate participates directly in the design, implementation, and outcomes of that student's personalized learning plans.
- Every student meets or exceeds the goals of his or her personalized learning plan every school year
- Every VAHS student graduates.
- Every VAHS graduate achieves their choice of college and career path, as detailed in their personalized learning plan.

In a personalized learning environment, students are given more choices in how they pursue and pace their learning as well as how they achieve and demonstrate the mastery of the specified academic content standards. As with engaged employees in the workplace, engaged students are afforded the opportunity to do what they do best and apply that in learning situations. **We know EACH AND EVERY ONE of our students must be successful, as our mission states, and personalized learning works hand in hand with our Strategic Plan to ensure that goal is met!**

**For more details and success measures of our Strategic Plan,
visit verona.k12.wi.us/StrategicPlan**