

Mission Statement and School Improvement Programs

The Yakima School District Board of Directors is committed to the development of school improvement programs which focus on identified exit outcomes and emphasize student learning and self-esteem. Further, as the school district develops school improvement activities, it is the intent of the board to use only research-based instructional models within Yakima schools.

The teacher is a key figure in education; the teacher alone cannot effectively achieve all the objectives of education. It is the responsibility of district administration to provide the conditions, the tools, and specialized assistance which will permit teachers to meet the needs of students. The board is committed to providing the facilities, personnel, curriculum, materials, and equipment necessary for the education of all students.

It is the position of the Yakima School District Board of Directors that commitment to a process model of ongoing school improvement will produce students with a firm foundation for success in the workplace, success in personal life skills, and success as a member of society. Decision-making by the board and all departments of the district will be congruent to the support of this model.

A philosophical, financial, and moral commitment is made to the process model of school improvement through the six (6) years of the 21st Century Grant and beyond.

Using student learning outcomes and being data-driven in philosophy and design in educating the student for the future shall serve as the basic decision-making instructional model for all Yakima School District development.

1. We **want** major goals or exit outcomes for all instructional programs within the Yakima School District aligned so that students:
 - 1.1 Possess knowledge and the ability to think at all levels.
 - 1.2 Have positive self-esteem.
 - 1.3 Are self-directed, lifelong learners.
 - 1.4 Exercise responsible citizenship (local, national, global) and concern for others.
 - 1.5 Use process skills of problem solving, communications, decision making and accountability.

2. We **believe** that:
 - 2.1 All students can be successful learners.
 - 2.2 Success leads to success.
 - 2.3 Schools control the conditions for that success.
 - 2.4 Students learn better when their parents/guardians are involved in the learning process.

3. We **know** that our decision-making in all district endeavors must:
 - 3.1 Make the best use of all available resources.
 - 3.2 Be based on best examples of available research.
 - 3.3 Recognize and encourage promising practices.
 - 3.4 Support proven practices.
 - 3.5 Expect all staff to grow professionally.

4. **We do:**

- 4.1 Make intentional decisions to ensure student success in desired outcomes.
- 4.2 Invest in staff development for professional growth.
- 4.3 Value staff involvement and utilize their expertise.
- 4.4 Establish an instructional partnership with parents/guardians.
- 4.5 Monitor our progress to ensure desired outcomes.

The board directs the superintendent to prepare appropriate procedures to implement this policy.

Legal References:

RCW 28A.150.200 Basic Education Act of 1977–Program contents–As meeting constitution requirements

WAC 162-28 Public Schools, Equal education - Equal rights - National origin minority group children

Preamble, Sec. 1 Washington State Constitution
United States Constitution

Adoption Date:

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