

Mission Statement and School Improvement Programs Procedures

The Yakima School District Board of Directors has adopted as its district-wide school improvement process the Outcomes Driven Developmental Model (ODDM) as developed through Johnson City Schools, New York, and as disseminated through the National Diffusion Network, a research-validated model effective in improving district operations and increasing student achievement.

The Board of Directors recognizes that district-wide change is a process spanning eight to fifteen (8-15) years; the forward progression of the various components of ODDM will be reviewed and supported by the Yakima School District Board of Directors.

1. Components of the Adopted Model

1.1. General Components

- 1.1.1 Research Literature - Best research literature and validated educational practice will be a basis of making decisions.
- 1.1.2 Mission - A mission to make all students successful in learning will be adhered to by every building, program, and department of the district.
- 1.1.3 Student Exit Outcomes - Outcomes will be the target and goal of every class and course. Student learning outcomes and critical learnings will support the achievement of exit outcomes for all students.
- 1.1.4 Philosophical Base - Beliefs regarding teaching, learning, and school operation based on research literature and influenced by teachers and administrators will be adopted, shared, and acted-upon.
- 1.1.5 Psychological Base - All staff will adhere to a researched theory of human behavior and development which enables students and staff to grow emotionally, socially, and intellectually.
- 1.1.6 Transformational Leadership - The organization will exert leadership to help all staff members to be empowered by knowledge and involvement.
- 1.1.7 Administrative Support - A research-based staff development model which is consistent over time and builds on previous training will be supported. Components of staff development will include, but not be limited to:
 - 1.1.7.1 Instructional Process
 - 1.1.7.2 Learning Styles/Multiple Intelligence
 - 1.1.7.3 Teaming
 - 1.1.7.4 Self-directed Learner
 - 1.1.7.5 Cooperative Learning
 - 1.1.7.6 Choice Theory/Responsibility Training
 - 1.1.7.7 Unit Writing
 - 1.1.7.8 Inclusionary Models
 - 1.1.7.9 Change Process
 - 1.1.7.10 Decision Making/Problem Solving

- 1.1.8 Communications Network - Everyone, from Board of Directors, to classroom teacher, to parent(s)/guardian(s), to community, will have free flow of information and ideas throughout the organization.
- 1.1.9 Problem Solving Process - Decision making and problem solving processes will involve district personnel in anticipating, identifying, and resolving issues on a timely basis.
- 1.1.10 Climate - Climate of classrooms, buildings, and district as a whole will be systematically improved on research-based models, such as expectation research, time-on task research, teaming research, etc.
- 1.1.11 Change Process - Change processes based on research and literature about how people and organizations change will consistently be used.

1.2. Teacher Support

- 1.2.1 Instructional and Curriculum Processes - Best knowledge of effective teaching and how people learn will be incorporated; all staff will adhere to district-developed plans for organizing curriculum.
- 1.2.2 School and Classroom Practices - Schools will consistently adhere to rationale and procedures for effective functioning in classrooms.
- 1.2.3 Organizational Structure - Systems will be created to support teacher teaming, student grouping for learning, and total staff engagement in collaborative and cooperative assistance to one another; students are not tracked or labeled.
- 1.2.4 Board Policy - The Board of Directors establishes and publishes policy that provides direction, consistency, and inspiration for the entire program.
- 1.2.5 Board Support - The Board of Directors provides financial support and encouragement for the school improvement program and can state, explain, defend, and promote the program.

1.3. Community Support

- 1.3.1 Community/Public Support - Informing and involving parents/guardians, community, and students will be intentionally and industriously supported.
- 1.3.2 Networking - Collaboration with other districts and educators successfully improving schools will be fostered.

2. Roles and Responsibilities

2.1 The following roles and responsibilities will be adhered to:

- 2.1.1 Superintendent and Board of Directors will support and encourage the school improvement adopted models.
- 2.1.2 Superintendent and staff will see that every building, program, and department is aligned with the components of the school improvement process.

- 2.1.3 Principals will encourage and lead buildings aggressively in school improvement changes based on change process information.
- 2.1.4 Parent(s)/guardian(s) will be provided learning opportunities for school improvement processes and will be involved in support, tutorial and advisory capacities.
- 2.1.5 Teachers and staff will support, collaborate on, and encourage school improvement processes.

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