

### **School Improvement Plans**

The Yakima School District Board of Directors directs that each school in the district shall develop and adopt a data-driven school improvement plan or process, with annual review for progress and necessary changes.

#### **1. Review and Plan Purpose:**

Each school improvement plan shall be data-driven and shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of state learning goals and essential academic learning requirements and the achievement of nonacademic growth in other areas, such as public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

#### **2. Focused Assistance Schools:**

Any school identified to be in school improvement or focused assistance status through the state accountability system or operating under the federal Elementary and Secondary Education Act (ESEA) shall constitute sufficient compliance with this policy. Schools in focused assistance status will follow state guidelines to satisfy requirements of their school improvement plans.

#### **3. District Progress on Improving Qualifications:**

The school district, having schools on focused assistance, must make measured progress. If the district does not satisfactorily improve, the following occurs:

- 3.1 If the district has failed to make progress after two (2) years; then the district must develop an improvement plan with technical assistance provided by the Office of the Superintendent of Public Instruction (OSPI).
- 3.2 If progress is not made after three (3) consecutive years, OSPI must work with the district to develop such a plan. Furthermore, OSPI may prohibit the use of Title I to fund additional paraprofessionals, with the exception of replacing existing paraprofessionals. The district must then enter into an agreement with OSPI on the use of funds provided directly to a school or schools for the purpose of professional development for teachers and principals.

#### **4. District Compliance:**

The superintendent will develop procedures and will direct the administrative team, including building principals and district support staff, to begin a process of data and program review, planning and prioritizing as described above. All school principals shall submit their building's plan to the Board of Directors annually.

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

**Cross References:**

(cf.: 2000 – Goals: Mission Statement; School Improvement Programs)

(cf.: 2001 – Academic Standards)

(cf.: 2002 – Assessment of Academic Standards)

(cf.: 2003 – Reading and Language Arts Instruction)

(cf.: 2004 – Fourth Grade Reading Goals)

(cf.: 2006 – Priority Schools)

(cf.: 2011 – Learning Improvement Teams)

**Legal References:**

WAC 180-16-220 Supplemental basic education program approval requirements

20U.S.C. 1232h No Child Left Behind Act of 2001

**Adoption Date:**

030318

040126