

## **Learning Improvement Teams**

Student learning and achievement is at the core of the school district's mission. Since students' learning needs vary and learning is most successful in a highly supportive environment in which teachers, students, parent(s)/guardian(s) and others work closely and harmoniously together, it is essential to focus attention on plans for improving student learning and achievement at each school. In developing and implementing those plans, school certificated and classified staff must collaborate with parent(s)/guardian(s), community members and, where appropriate, students.

### **Learning Improvement Team Responsibility**

A Learning Improvement Team (defined as Core Team) shall be established and maintained at each school building in the district. The charge of each team is to develop a learning improvement plan for its school. Each team is also charged with developing operating procedures for itself, defining roles for participants, and determining methods used for making decisions. The teams shall operate within district:

- policies, unless waived by the board;
- allocated budget parameters;
- exit, program and course outcomes;
- text and instructional materials adoptions;
- processes established by the board;
- requirements of contracts to which the district is a party; and
- all other legal constraints.

The teams' activities, decisions and recommendations shall be consistent with the district's mission, vision, beliefs, strategies, goals, objectives, and priorities.

Once a school's learning improvement plan has been developed, it will be reviewed by the superintendent and approved by the board prior to submission to the state for funding. The team shall meet at regular intervals to review progress toward the plan's goals, to develop actions and strategies which may contribute to the plan's success, to evaluate progress, and to annually report to the board on the success of the plan in meeting student learning improvement goals. Principals will screen the proposal for legal issues and alignment with district policies and goals prior to its being submitted for approval to the board.

### **Rationale for Shared Decision Making**

In the district, the primary purpose of shared decision making is to maximize the learning of each student through quality school-level, unit and program decision making. Shared decision making is a strategy to improve public education by placing significant decision making authority at the individual school and program. Its intent is to involve in a meaningful way students where appropriate; parents and community; teachers; support staff including classified staff; principals; directors; and managers in the educational process by giving them responsibility for decisions that directly impact their school's and program's learning environment and academic success.

The concept of shared decision making is predicated on the belief that in most cases, within the parameters of district-agreed policy, the individual school in collaboration with units and programs, is the most appropriate, manageable and influential unit for facilitating and enhancing the mission of the district.

It is the board's intent that both the individual schools and the entire district, as an inter-dependent system, work collaboratively in a unified effort to support and improve student learning.

### **Eligibility for Student Learning Improvement Grants**

To be eligible for student learning improvement grants, these procedures will be followed:

1. The Board of Directors will adopt a policy regarding the sharing of instructional decisions with school staff, parent(s)/guardian(s), and community members.
2. The building staff will submit school-based applications that have been developed by school building certificated and classified personnel, parent(s)/guardian(s), and community members. Each application shall:
  - 2.1 describe team composition;
  - 2.2 enumerate specific activities to be carried out as part of the grant. These activities deal with
    - 2.2.1 standards for increased student learning,
    - 2.2.2 how the building plans to achieve the higher standards including timelines for implementation, and
    - 2.2.3 how the building plans to determine if the higher standards are met;
  - 2.3 identify the technical resources desired and availability of those resources;
  - 2.4 include a proposed budget which will not be expended until the grant is received and is limited in expenditure to the amount of the grant allocation; and
  - 2.5 indicate that the application was approved by the school principal and representatives of teachers, parent(s)/guardian(s), and the community.
3. The Board of Directors shall conduct at least one (1) public hearing on schools' plans for using the grants before the board approves the plans. The board may hear and approve more than one school's plan at the hearing. The board shall only submit applications for grants to the Office of the Superintendent of Public Instruction (OSPI) if the board has approved the plans.
4. If the requirements of items 2 and 3 above are met, OSPI shall approve the grant application.

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

Cross References:

- (cf.: 0100 – Commitment to Strategic Planning)
- (cf.: 0510 – Vision)
- (cf.: 0520 – The Roadmap- Eight Areas of Focus)
- (cf.: 0530 – Mission)
- (cf.: 0540 – District Goals)
- (cf.: 0550 – Targets and Objectives)
- (cf.: 0560 – Visioning the Future 2004-2007)
- (cf.: 0570 – Operating Principles)
- (cf.: 2180 – Parent Involvement)
- (cf.: 4215 – Parent, Family and Community Involvement)
- (cf.: 5021 – Applicability of Personnel Policies)

Legal References:

- RCW 28A.305.140 Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

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