

Learning Improvement Teams

Yakima School District schools exist in an ever-changing environment to serve a changing clientele. Shared decision-making between the Yakima district system and buildings, units, and programs is necessary to assist schools and programs to continually adapt to those changes so that all students succeed. This planned change is an ongoing process which may include restructuring of schools and/or approaches to teaching and learning in order to assure the highest possible student performance.

Consistent with that, the Yakima School District believes that school improvement may best be achieved through a balance of system and school- or program-centered decision-making. This balance shall provide for decisions concerning school improvement to be made closest to where the students are educated, through the participation of those most directly in contact with or concerned with the students, and within the context of a district and state framework surrounding the school.

Roles and Responsibilities

1. Principal
 - 1.1 Facilitate formation of a learning improvement team or core team with membership identified in bylaws which meets board policy.
 - 1.2 Review, approve, or establish guidance until consensus is reached on building plans and activities.
 - 1.3 Serve as a member of the learning improvement team and technical advisory to the team.
 - 1.4 Assist the superintendent in achieving the purposes of policy 2011.
2. Learning improvement team, building, unit, program or core team
 - 2.1 Develop, adopt, revise, and affirm bylaws as specified in policy and within budget allocation parameters and contractual, legal constraints including a process of election or open application for membership.
 - 2.2 Develop and amend improvement of school learning plans for the school, including activities, resources, and budget, matching these plans to the school district's mission, beliefs, objectives, and the strategic plans.
 - 2.3 Meet on an average of twice monthly or at regularly established intervals to review the progress toward plans and goals, develop actions and strategies to evaluate progress, and to report to the board annually.
 - 2.4 Design staff development for the learning improvement team on understanding the team's role, developing skills, and understanding educational issues.
 - 2.5 Develop a communication strategy in accordance with policy.
3. Parent/guardian/community/student/staff team members
 - 3.1 Serve as members of a building team.
 - 3.2 Assist in arriving at consensus after study in areas of role, skills, and educational issues.

- 3.3 Employ shared decision-making and use district decision-making practices.
 - 3.4 Communicate as a team member the functions and actions of the team to site, program, and district persons.
4. Board and superintendent
 - 4.1 Make recommendations on process and procedures.
 - 4.2 Review and approve by-laws and learning improvement team accomplishments regularly and as deemed needed by the board.
 - 4.3 Conduct study sessions on plans from the schools and programs, referring back to those entities any recommendations for change.
 - 4.4 Submit the plan to the Office of the Superintendent of Public Instruction (OSPI) when applying for student learning improvement grants.
 - 4.5 Develop interim procedures as necessary.
 - 4.6 Develop evaluation instruments and procedures with the learning improvement teams in accordance with policy.
5. Calendar
 - 5.1 Submit annual plan to the superintendent and board (mid-September).
 - 5.2 Hold meetings of the Learning Improvement Team on average of twice monthly or at regular intervals (on-going).
 - 5.3 Self-evaluate Learning Improvement Team activities; prepare report to the board (April-May).
 - 5.4 Present the annual learning improvement team report to the board (June).

Date:
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