Strengthening Community Through Education

Strategic Plan
2020 - 2026

Goals.
Growth.
Graduation.
Superintendent’s Message

One of the highest obligations of the community is to create and sustain an education system that develops in its youth the **confidence** that they can make a difference in the world, and the **competence** they need to do so on par with other youth in our country and around the world.

I am firmly convinced that the Yakima community shares this aspiration for our students and that all stakeholders are wholly committed to doing their part to build a school system that will nurture learning, growth, and success for every student, without exception.

This Strategic Plan is the outcome of a months-long collaborative effort that engaged a wide cross-section of the Yakima community: parents, students, business and community members, taxpayers, teachers, staff, administrators, cabinet members, union leaders, and the school board. Together, we reached consensus on a clear vision and a set of aspirational goals for our schools, and we defined a clear roadmap for accomplishing the goals.

Now the next step is to ensure disciplined implementation and follow-through on the promises we’ve made in our Strategic Plan. As we do so, we will be **strengthening our community through education**, and will be well-positioned to achieve the **goals, growth**, and higher **graduation rates** we desire.

Together, we can!

- Trevor Greene, Superintendent

Why This Matters:
Student Data in Brief

The levels of student growth and achievement in the Yakima School District have remained relatively unchanged during the past few years.

For example:

- About 4 out of every 20 children enter Kindergarten meeting readiness standards
- About 6 out of every 20 students met/exceeded state standards in Mathematics in 2018
- About 8 out of every 20 students met/exceeded state standards in English Language Arts in 2018
- The 4-year high school graduation rate was about 75% and the drop-out rate was about 14%

Nevertheless, our commitment to ensuring learning, growth, and success for every student remains as strong as ever. This strategic plan – developed with the active engagement of the entire Yakima community – is a reaffirmation of that commitment.
### Executive Summary

#### Highlights of Our Strategic Plan

**Why Plan?**

Alignment, or unity of purpose, is the primary aim of planning. Alignment gives shared meaning to the work of a school system, thereby enabling successful accomplishment of the goals of the organization.

Yakima’s strategic planning process was chartered by Mr. Trevor Greene (Superintendent) and the Yakima School Board of Education. The process was designed to mobilize Yakima stakeholders around a unified direction for the school system, and to propel the community forward as one towards the central purpose of Yakima schools: ensuring learning, growth, and success for every student, without exception.

**Diverse Voices, Unified Goal**

Everyone matters, every voice counts! Equity was at the core of the Yakima strategic planning process, as diverse voices within the Yakima community were embraced in the process. A series of interlocking teams enabled broad, transparent conversations among diverse stakeholders, and provided numerous opportunities for the school district and its stakeholders to co-create the strategic plan, step-by-step.

- Five Student Voice groups – one elementary, one middle school, three high school teams – participated in focus group discussions that provided valuable insight into their schooling experiences. Students also served on the Core Planning Team.

- More than 80 stakeholders from diverse backgrounds, including the Yakima Education Association president, served on the Core Planning Team that met for a total of 5-1/2 days between September-December 2019; interpreters were provided for Spanish-speaking participants during each session.

- The Alignment Team, composed of about 15 business/community leaders and State Representative Chris Corry, met four times.

- Three Community Forums were scheduled; four check-in sessions with the Board of Directors; two sessions with Instructional Facilitators; and opportunities for Campus/Department feedback demonstrated proactive outreach to a broad cross-section of Yakima constituencies.

- Business and faith-community partners, as well as building administrators, were included as reflective contributors in the process.

The strategic planning process was developed and facilitated by Performance Fact, Inc., led by Mutiu Fagbayi (President/CEO).
Outline of Key Recommendations

For a strategic plan to live up to its promise, it must be based on a coherent design, put together in the proper sequence. The plan must ensure that "ends" and "means" are placed in the right order to ensure alignment and to facilitate disciplined implementation.

1. Student Learning
   - Vision, Mission, Core Values
   - Profile of a Yakima Graduate
   - Goals, Measures & Equity Statements
   - Community Commitments

2. Instructional Effectiveness
   - Four Pillars (building blocks)
   - Professional Practices (i.e., Teaching Practices, Leadership Practices, Organizational Practices)

3. Empowering Infrastructure
   - Four Pillars (building blocks)
   - Educational Strategies

The Strategic Plan for Yakima School District consists of the following key components:

**Student Learning** is the fundamental purpose of our school system. Placing student achievement at the center of our collective work encourages our school system and the entire community to “keep the main thing, the main thing.”

This component includes:

- Updated Vision, Mission, and Core Values
- Profile of a Yakima Graduate, which articulates the attributes and qualities of Yakima High School graduates.
- Five aspirational Goals and Measures of Student Success, and corresponding statements reaffirming our focus on Equity. The Goals cover preschool through high school graduation, and address the academic as well as social-emotional development of our students.
- A set of Community Commitments; i.e., explicit performance targets to be met by a specific date

(See pages 6-7 and 10-11)

**Effective Instruction** is the strongest predictor of student learning. And student learning is effective when student, teacher and content are in alignment, and are supported by effective leadership and organizational practices.

This section of our plan includes:

- The "Four Pillars" - or building blocks of our work.
- The Professional Practices that we expect our teachers, leaders, and staff to master over time to ensure effective instruction for all students.

(See page 8-9)

**Empowering Infrastructure** facilitates effective instruction by creating and sustaining efficient, mission-focused systems, services and operations to support day-to-day functioning of the schools.

This section consists of:

- The "Four Pillars" which ensure consistency between the foundations of our instructional programs and our day-to-day work operations.
- Educational Strategies which, when implemented with discipline, will facilitate the core instructional practices and accelerate the accomplishment of each goal.

(See pages 12-15)
Mobilizing All Stakeholders

What You Will Give, What You Will Receive

**Community Members**

**Give**
- Advocate for quality education and social services for students and families
- Maintain active partnerships with schools
- Provide enriching learning opportunities and programs for students and staff

**Receive**
- Competent, engaged, civically-responsible students and graduates
- Prepared and committed professionals ready for a 21st Century workplace
- Stronger local economy, active school communities, and improved quality of life

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**Families**

**Give**
- Reinforce high expectations and a growth mindset in students
- Provide home environment that supports student learning
- Communicate regularly with teachers about student progress
- Participate in school activities and decision-making

**Receive**
- Continuous academic and behavioral gains for your child
- Positive student-teacher-parent communication
- Higher levels of trust and mutual respect between home and school

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**School Board**

**Give**
- Communicate a clear, consistent vision of high expectations and equity for all
- Advocate for needed resources and allocate them equitably
- Ensure sound stewardship of the public’s investments in education
- Seek input from families and community members to promote shared responsibility for student learning

**Receive**
- Resource alignment to district and community priorities
- Improved performance at all levels
- Greater collective ownership of each student and support for quality schools

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**Teachers & Staff**

**Give**
- Believe in and set high expectations for all students
- Build on each student’s strengths and cultural background
- Communicate proactively with parents about student progress
- Use data regularly and commit to continuous professional learning to improve teaching practices

**Receive**
- More motivated students, prepared to learn
- Parental involvement and support
- District and community resources and support

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**Students**

**Give**
- Practice a growth mindset
- Take personal responsibility for your own learning and behavior
- Complete your work and ask for help when needed

**Receive**
- A learning environment conducive to student learning
- Qualified teachers and staff, committed to student success
- Parents and staff working together on students’ behalf

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**Administrators**

**Give**
- Cultivate a culture of high expectations, safety, equity, and continuous learning
- Provide high-quality professional development opportunities
- Involve families and community in school decision-making

**Receive**
- A safe environment for learning and work
- High-performing, dedicated teachers and staff
- Stronger relationships with families and community
- More students experiencing growth and success

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**District Leaders & Staff**

**Give**
- Provide resources for effective, culturally-responsive classroom instruction
- Offer timely, equitable supports for students, teachers, and schools
- Invest in continuous professional learning for teachers, school leaders, and staff
- Monitor performance and recognize growth and achievement

**Receive**
- Effective teachers, leaders, and staff
- Higher performing schools and a mission-focused central office
- Ability to attract and retain a talented, diverse workforce
Our Vision
Focusing on every student, every day: strengthening community through education.

Our Promise
To ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

Our Core Values
- Diversity, Equity & Inclusion
- High Expectations for All
- Focus on the Whole Child
- Family Engagement & Community Partnerships

Profile of a Yakima Graduate

Knowledge, Skills, and Dispositions:
What our Yakima graduates need to know, be able to do, and embody.

Effective Communicator
- Listens actively to respond effectively
- Resolves conflict with others
- Demonstrates effective oral and written communication strategies

Critical Thinker and Problem Solver
- Models creativity and innovation
- Analyzes and evaluates situations and problems
- Displays resourcefulness

Resilient Learner
- Builds and maintains relationships
- Embraces a growth mindset
- Exhibits persistence

Career and College Ready
- Embodies a goal-oriented attitude
- Achieves proficiency in literacy, math, and science
- Possesses the interpersonal skills necessary for a 21st Century workplace

Personal Responsibility and Accountability
- Acts with integrity
- Demonstrates self-management skills
- Develops financial and digital literacy

Community and Global Connectedness
- Demonstrates flexibility and cross-cultural skills
- Exemplifies civic responsibility and participates in democratic processes
- Exhibits environmental awareness

Facilitated, Compiled, and Designed by Performance Fact.
Our Goals and Measures of Student Success

These five goals articulate our aspirations, promise, and commitment to support every student in achieving each desired outcome. The three measures for each goal are the indicators of student progress.

**GOAL 1: The Early Years: Developing a Strong Foundation**

All students will acquire the social-emotional skills, academic curiosity, and cognitive development in PK-3 Literacy and Numeracy necessary to prepare them for success.

**2026 COMMUNITY COMMITMENT:**
At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

1.1 Increased percentage of Kindergarteners who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning.

1.2 Increased percentage of students in PK-3 who meet growth criteria for the whole child: social-emotional, physical, literacy development, mathematics, and scientific/technological.

1.3 Increased percentage of students meeting or exceeding grade-level standards by the end of third grade in literacy and numeracy (based on multiple measures).

**GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged**

All students will develop habits and behaviors that elevate student voice, resilience, and personal ownership in a safe, caring, and supportive environment.

**2026 COMMUNITY COMMITMENTS:**
- At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.
- At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: “I feel safe at school” and “I feel connected to other students and adults at school.”

2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.

2.2 Increased use of positive alternative options to suspension and rules that are fair and equitable.

2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.

**GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking**

All students will be empowered to own their education, meet or exceed standards, be critical and creative thinkers, seek solutions, and be advocates for racial and social justice.

**2026 COMMUNITY COMMITMENTS:**
- At least 15 out of every 20 students (75%) in Grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.
- At least 15 out of every 20 students (75%) in Grades 5, 8, and 11 meet state standards in Science.

3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.

3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.

3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.

**GOAL 4: Bilingual, Biliterate by Graduation**

All students will have the opportunity to become culturally competent, academically successful, and prepared for the global job market in two or more languages.

**2026 COMMUNITY COMMITMENTS:**
- At least 75% of PK-5 Schools will have access to a two-way dual language program.
- At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.
- At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy.

4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.

4.2 Increased percentage of students enrolled in a world language or two-way dual language program.

4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.

**GOAL 5: Persistence Through Graduation and Beyond**

All students will successfully navigate the critical transitions in their schooling, and will graduate from high school prepared for college, career, and post-secondary experiences.

**2026 COMMUNITY COMMITMENTS:**
- At least 19 out of every 20 high school students (95%) graduate on time.
- All high school students (100%) graduate within 6 years.

5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.

5.2 Increased percentage of students passing classes in 6th-9th grades, resulting in an increased percentage of 10th grade students on track to graduate.

5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.
Our Four Pillars

Our Four Pillars are the building blocks for accomplishing our goals for student success. The pillars are the capabilities and competencies we must build to ensure successful outcomes.

Pillar 1: Teaching & Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Our first Pillar is about Teaching and Learning, our schools’ most important function. This Pillar ensures that all students have access to needs-based, differentiated, standards-aligned instruction and assessment that integrates their prior knowledge and cultural background.

Pillar 2: We’re In This Together

Strong, Active Relationships Among Families, Schools, and Community

Our second Pillar recognizes that We’re In This Together. It ensures that trust among family, school, and community is nurtured through shared responsibility for student success, proactive communication, and meaningful stakeholder voices in decisions that affect them.

Pillar 3: Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Our third Pillar, Investing in People, addresses how we will attract, develop, and retain high-caliber staff members at all levels. Teachers, leaders, and staff will receive timely, focused, collaborative support and intervention (e.g. coaching, mentoring, peer support, targeted professional development), to facilitate continuous improvement of their professional practices.

Pillar 4: Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Our fourth Pillar Bringing the Pieces Together, focuses on strengthening the conditions for a mission-focused, empowering infrastructure. This includes data systems, efficient and responsive operations, and rules and procedures that are socially and culturally appropriate for learning and leadership, for students, families, and stakeholders in our community.
Our Professional Practices

Our Professional Practices define the capabilities we, as practitioners, must develop to ensure continuous improvement of Teaching Practices, Leadership Practices, and Organizational Practices - the preconditions for higher levels of student achievement. These practices are aligned to our Four Pillars, or the building blocks of what we must do well to manifest our aspirational outcomes for every student.

**PILLAR 1:**
**Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning**

T1: Teachers establish high expectations and levels of rigor for all students, regardless of current level of achievement, to ensure their continuous growth and development.

T2: Teachers utilize a variety of high-yield engagement strategies and explicit instructional techniques (i.e. Number Talks, five YSD and Language Enhancement Routines) matched to student needs.

**PILLAR 2:**
**Strong, Active Relationships Among Families, Schools, and Community**

T3: Teachers provide a variety of family and community involvement options, accounting for diverse schedules, interests, and home language.

T4: Teachers provide ongoing recognition of students for achievement and improvement in academics and behavior.

**PILLAR 3:**
**Effective Staff for Every Student, Effective Leaders for Every School**

T5: Teachers use common planning time to address standards, curriculum scope & sequence, and student needs, while reflecting on instructional practices and sharing ideas and strategies.

T6: Teachers set shared goals for student learning and instructional practices during each assessment cycle. They monitor progress, and adjust instruction based on student work.

**PILLAR 4:**
**Safe, Multicultural Community for Learning and Work Operations**

T7: Teacher teams participate in evidence-based reflective conversations, using a cycle of inquiry approach to inform and adjust instruction for learning.

T8: Teachers work collaboratively to engage all students in high-quality learning that requires higher-order thinking, regardless of ethnicity, language development, learning needs, or socioeconomic status.

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The Professional Practices were written by Yakima Education Association teacher-leaders.
Our Vision
Focusing on every student, every day: strengthening community through education.

Developing a Strong Foundation in the Early Years

2026 COMMUNITY COMMITMENT
At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

2019 BASELINE: About 4 out of every 20 children enter Kindergarten demonstrating kindergarten level developmental skills.

Empowered, Connected, Supported & Engaged

2026 COMMUNITY COMMITMENT
At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

2019 BASELINE: 10 out of every 20 students (50%)

2026 COMMUNITY COMMITMENT
At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

2019 BASELINE: 16 out of every 20 students feel safe (80%), no baseline data for "connected"

Equitable Opportunity to Achieve Core Mastery & Critical Thinking

2026 COMMUNITY COMMITMENT
At least 15 out of every 20 students (75%) in grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.

At least 15 out of every 20 students in grades 5, 8, and 11 meet state standards in Science.

2019 BASELINE: 7 out of every 20 meet state standards in all subjects.
Our Core Values
Diversity, equity & inclusion • High expectations for all • Focus on the whole child • Family engagement & community partnerships

Persistence through Graduation and Beyond
2026 COMMUNITY COMMITMENTS
At least 19 out of every 20 high school students (95%) graduate on time, and 100% graduate within 6 years.
2019 BASELINE: 16 out of every 20 students (80%) graduate on time, and 80% of the remaining students graduate within 6 years.

Bilingual, Biliterate by Graduation
2026 COMMUNITY COMMITMENTS
At least 75% of PK-5 Schools will have access to a two-way dual language program.
2019 BASELINE: 0 out of every 20 students (0%)

Opportunity to Achieve & Critical Thinking
2026 COMMUNITY COMMITMENTS
At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.
2019 BASELINE: 0 out of every 20 students (0%)

At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy.
2019 BASELINE: 3 out of every 20 (15%)
Our Educational Strategies

Our Educational Strategies define the highest-leverage programs, initiatives, and targeted solutions that will guide our teachers, school leaders, and district teams in their implementation of our strategic plan. Our Educational Strategies are aligned to our five Goals and framed by our Four Pillars.

**PILLAR 1:**
Teaching and Learning
Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Ensure curriculum is aligned with the state PK-3 standards and is culturally relevant to student needs.

Use PK-3 standards-aligned instructional materials that address language, literacy, math, science, technology, cognitive, and social-emotional learning skills.

Nurture students’ sense of belonging and their engagement in the learning process by validating cultural identities and social-emotional needs.

**PILLAR 2:**
We’re in This Together
Strong, Active Relationships Among Families, Schools, and Community

Expand community partnerships in the area of Early Learning.

Assure intentional annual implementation of Transitional Kindergarten.

Establish partnerships to increase PK-3 family and community engagement.

**PILLAR 3:**
Investing in People
Effective Staff for Every Student, Effective Leaders for Every School

Ensure all PK-3 staff are trained and knowledgeable in early childhood education standards and best practices.

Partner with Early Learning providers to align teaching and learning approaches to ensure kindergarten readiness of future YSD students.

Partner with families to provide meaningful learning activities for in-home development to ensure kindergarten readiness of future YSD students.

**PILLAR 4:**
Bringing the Pieces Together
Safe, Multicultural Community for Learning and Work Operations

Seek partnerships and legislative opportunities to access stable Early Learning funding.

Expand and refine recruitment, hiring, and onboarding practices to include criteria for high-quality, culturally competent skills that are sensitive to the needs of the whole child.

Promote the needs and benefits of PK education to families and the community.

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**The Early Years: Developing a Strong Foundation**

**GOAL 1**

EQUITY LENS:
Every student has their individual needs met to acquire the social-emotional, cognitive, and academic skills necessary to be successful regardless of their backgrounds and experiences.
Our Educational Strategies

PILLAR 1: Teaching and Learning
Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Provide culturally responsive social-emotional curriculum and safety/well-being support for students and staff.

Implement schoolwide, classroom-based, social-emotional learning, using evidence-based curriculum.

Implement engaging, culturally responsive teaching practices and course offerings that increase rigor and relevance.

Nurture students’ sense of belonging and appropriate conduct by validating their social-emotional and cultural identities, and implementing appropriate, asset-based interventions and restorative justice practices.

PILLAR 2: We’re in This Together
Strong, Active Relationships Among Families, Schools, and Community

Identify and pursue community resources and partnerships to support student, school, and district needs.

Utilize and expand community resources, including the use of school-based clinics, that offer guidance and support regarding student health and wellness.

Increase access to academic counseling for students and consult/inform families in supporting their students’ goals.

PILLAR 3: Investing in People
Effective Staff for Every Student, Effective Leaders for Every School

Create more curricular and after-school programs to connect students to each other and their community.

Work to increase the number of support providers including counselors, mental health therapists, and direct-support staff.

Increase development of apprenticeship, internship, and mentoring opportunities with the community.

PILLAR 4: Bringing the Pieces Together
Safe, Multicultural Community for Learning and Work Operations

Elicit and value student voice by creating a diverse student advisory group, representative of secondary schools in the District, to meet quarterly with the Superintendent and School Board.

Provide opportunities annually for staff development around mental health needs, gender issues, and trauma-informed teaching.

Partner with families, the community, and other organizations to create opportunities for students to have meaningful discussions about life beyond the school walls.

EQUITY LENS:
Every student knows, understands, and embraces their own culture, background and learning needs. Each student respects others’ diversity and contributions.

All Students: Empowered, Connected, Supported, Resilient, Engaged
Our Educational Strategies

Equitable Opportunity to Achieve Core Mastery & Critical Thinking

**PILLAR 1:**
Teaching and Learning
Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement inquiry cycles based on clearly defined learning intentions and success criteria.
- Identify individual learning needs to support academic success and growth towards mastery and beyond through collaborative conversations between students and teachers.
- Ensure that cross-content teacher teams collaborate on standards alignment and high-leverage instructional strategies to provide every student with coordinated instruction in all classes.
- Implement culturally responsive teaching strategies and practices that increase student voice and ownership in all classrooms.

**PILLAR 2:**
We’re in This Together
Strong, Active Relationships Among Families, Schools, and Community

- Facilitate student-led conferences that allow all students to share and celebrate their progression of learning.
- Utilize a variety of communication methods with families regarding academic tools and supports for students.
- Foster community partnerships that build understanding of high quality instruction and assessment, and support learning outside the classroom.

**PILLAR 3:**
Investing in People
Effective Staff for Every Student, Effective Leaders for Every School

- Engage instructional staff in collaboration to ensure collective efficacy.
- Collaborate with staff, students, families, and community members to increase students’ achievement to the level of mastery or beyond.
- Ensure that every classroom implements rigorous, differentiated instruction.

**PILLAR 4:**
Bringing the Pieces Together
Safe, Multicultural Community for Learning and Work Operations

- Develop systems that promote student-centered feedback cycles utilizing a variety of tools (e.g., technology, 1:1 conferencing, etc.).
- Use data to inform and target all student subgroups in schoolwide planning and actions.
- Explore methods to more effectively allocate instructional time to meet student needs.

**EQUITY LENS:**
Every student receives access to rigorous, standards-aligned, culturally responsive instruction with targeted feedback, enrichment, intervention, and resources to advocate for self and others.
EQUITY LENS:
Every student, regardless of background, location, or ability level, develops cultural competency and has access to high-quality instruction with curriculum written and delivered in the target languages.

Bilingual, Biliterate by Graduation

PILLAR 1:
Teaching and Learning
Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Implement P-12 English/Spanish two-way dual language program (including: authentic Spanish standards-aligned curriculum, resources, assessments, and MTSS protocols), and explore additional languages to support two-way dual language options in the future.

Expand world language options to middle school and create pilot schools for a soft-roll-out (for example: after-school programs that provide language-learning opportunities for non dual-language students).

Create an environment and cultivate mindsets that value language and culture as forms of educational enrichment.

PILLAR 2:
We're in This Together
Strong, Active Relationships Among Families, Schools, and Community

Recruit, grow, and develop new and existing teachers and paraeducators with the skills and capacity to effectively implement two-way dual language and world language programs.

Partner with colleges and universities for two-way dual language or bilingual educator teacher certification programs.

Collaborate with culturally diverse organizations to improve systems of support and provide fair and equitable practices to remove potential barriers to student success.

PILLAR 3:
Investing in People
Effective Staff for Every Student, Effective Leaders for Every School

Ensure district-wide collaboration, equitable resources, staffing, materials, and funding to implement two-way dual language and world language programs effectively.

Develop equitable policies that support culturally-sustaining practices, and improve current selection, hiring, and onboarding practices to recruit and retain culturally and linguistically diverse employees.

PILLAR 4:
Bringing the Pieces Together
Safe, Multicultural Community for Learning and Work Operations

Build partnerships and collaborate with local organizations and businesses to give students direct language application and resources.

Partner with colleges and universities for two-way dual language or bilingual educator teacher certification programs.

Collaborate with culturally diverse organizations to improve systems of support and provide fair and equitable practices to remove potential barriers to student success.

Create a robust infrastructure to support the successful implementation of a two-way dual language program (e.g., literature materials in English and Spanish, clear guiding principles, and multiple forms of assessment).
Our Educational Strategies

Persistence Through Graduation and Beyond

EQUITY LENS:
Every student receives inclusive, equitable access and proactive systems of support that guarantee smooth transitions and success in post-secondary endeavors.

PILLAR 1:
Teaching and Learning
Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Implement a systemwide, standardized approach to the vertical progression of culturally responsive teaching and learning that is aligned to the standards, with emphasis on critical transition years.

Equip students in 6th-9th grades to actively monitor their own grades, growth, and progress in learning.

Explore career options and align schoolwork with a set of post-secondary goals for all students, beginning in the elementary grades.

PILLAR 2:
We’re in This Together
Strong, Active Relationships Among Families, Schools, and Community

Involve families in critical transitions and provide tools and resources at school, at home, and/or in the workplace.

Engage family-school-district partnerships to implement a clear and specific vision for student-led conferences, beginning in the critical middle years.

Using a variety of methods and languages, in accordance with the needs of our families, communicate each student’s progress toward college and career readiness through their High School and Beyond Plans.

PILLAR 3:
Investing in People
Effective Staff for Every Student, Effective Leaders for Every School

Strengthen the practice of Multi-Tiered Systems of Support (MTSS) for academics, behavior, attendance, and restorative practices focusing on critical transitions by providing differentiated professional development to staff.

Support staff in their growth to increase capacity around strategies for personalized learning in support of multiple pathways for on-time graduation.

Implement a systemwide school counseling model, based on national standards, with a focus on college and career, social-emotional health, and responsive services.

PILLAR 4:
Bringing the Pieces Together
Safe, Multicultural Community for Learning and Work Operations

Ensure that school teams review student data with an equity lens to recommend appropriate support for each student’s transition from grade-to-grade and school-to-school.

Engage families, community, higher education, and business partners to develop a network to support every student in the creation, monitoring, and implementation of a High School and Beyond Plan.

5 GOAL

Our Educational Strategies

EMPOWERING INFRASTRUCTURE
Disciplined Implementation

Turning Good Intentions into Strong Results

A results-focused plan is the first step toward accomplishing the aspirational goals outlined in the Strategic Plan. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community. The primary responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, Cabinet, district, and school levels.

Performance Fact’s proposes a framework that offers step-by-step, calendar-driven approach to disciplined implementation of a strategic plan.

The framework and its associated tools can be customized to support mobilization, alignment, leadership capacity building, and accountability for results at all levels.

Each school or district can utilize its unique set of tools for each step of the process. For example, the "Data Summit" mentioned in the illustration (above) can be replaced by what some districts refer to as "Data Dives" or "Academic Conferences." Similarly, the "Instructional Feedback & Support" is sometimes referred to as a "Learning Walk" or "Classroom Observation." What matters is fidelity to the calendar-driven design of the framework.

By paying consistent attention to disciplined implementation, Yakima schools will be well-positioned to live up to the intentions articulated in the community’s goals for student success.
Planning Team Members

Core Planning Team

Candida Alpizar Parent & Community Volunteer
Maria Elena Alvarez Parent & Community Volunteer
Pam Ansingh Executive Director of Elementary Education
Cristina Arellano Receptionist, La Casa Hogar
Laura Armstrong Executive Director, La Casa Hogar
Emanuel Barajas Maintenance & Operations
Maria Berrospe Parent & Community Volunteer
Andrew Boucher Student
Pamela Broman Instructional Facilitator
Ashley Campos Student
Christina Carlson Instructional Specialist/Mentor
Rocio Carrión Executive Director, I AM Empowerment LLC
Jill Ceja Assistant Principal
Elin Chaplin Director of Curriculum & Instruction
Kevin Chase Superintendent, ESD035
Melissa Christiansen Parent
Amber Cluett Title / Program Manager
Joni Coe Executive Director of Special Education
Jennifer Coleman Teacher
Diane Crumrine Pastor, Yakima Bethel Church of the Nazarene
Rob Darling Assistant Superintendent for Teaching & Learning
Don Davis, Jr. Board Member
Rico de La Comb GM, Yakima Networking
Danielle Delange Director of Early Learning
Rachel Dibble Assessment Specialist
Susan Duffin Director of Development and Board Relations, Yakima Valley Museum
Clint Endicott Executive Director of Secondary Education
Andy Ferguson Pastor, Yakima First Baptist Comunidad Cristiana
Enrique Flores Events & Development Manager, La Casa Hogar & Parent
Heather Flynn Parent
Teresa Foster Instructional Facilitator
Bunker Frank Former state board member/school board member
Nicole Franson Director, Yakima Schools Foundation
Danny Frazier Assistant Director of Special Education
Jesse Garnett Parent
Tally Garcia Chief Officer of Bilingual Programs
Adrianne Garner Director, Henry Beaufchamp Community Center
Luis Gomez Program Associate, Yakima Valley Community Foundation
Cecilia Gonzalez Early Learning & Parent Education Manager, La Casa Hogar
Guadalupe Gonzalez Instructional Facilitator
Heidi Griffin Instructional Facilitator
Paige Hake Parent
Laura Harper Assistant Principal
Shanna Hefner Parent
Jennifer Henson Teacher
Amanda Jewell Executive Director for Student Life
Cheryl Jordan Assistant Principal
Kerry Kesey Pastor, Englewood Christian Church
Amber Kinley Instructional Facilitator
Adam Koenig Instructional Facilitator
Nancy Leahy Director, Sunnyside Community Hospital Foundation
Shelby Lockhart-Robins Director of Math & Science
Maria Lucero Principal

Ashlee Mandrell Instructional Facilitator
Juliana Maxwell Principal
Mary Virginia Maxwell UAHCC, Community Health of Central Washington
Sean McGonney Executive Director of P-12 Programs
Steve McKenna President, Yakima Education Association
Gerardo Mendoza Parent
Jennifer Mendoza Parent
Joanne Mendoza Student
Alita Miller Instructional Facilitator
Mike or Brook Molina Parent
Joanie Monroy Associate Professor, Bilingual Education/ESL, Heritage University
Karla Moran PAC President & Parent
Jennifer Morales WiSE Therapist, Comprehensive Healthcare
Patti Nagle Child Welfare Advocate, Division of Child Family Youth Services
Terry Neal Board Member
Rod Newbrough, Sr. Parent
Andie Olson Instructional Facilitator
Amber Ortiz-Diaz Yakima Valley Site Director, Degrees of Change
Patti Pendergast Instructional Facilitator
Richard Perez Regional Director, Junior Achievement of Washington
Carol Perry Retired, Community Volunteer
Chad Quesnell Instructional Facilitator
Laura Quintana Parent & Community Volunteer
Anita Quintana Interim Director for OSA, PNWU
Angel Ramirez Parent
Angelica Reyes Adult Education Program Coordinator, La Casa Hogar
Martha Rice Board Member
Juan Ruiz Parent
Sy Ruiz Restaurantier, Tamales Express
Margarita Sanchez Parent
Lisa Sargant Community Engagement Coordinator, The Salvation Army
Giovanni Severino Community Organizer for Civic Engagement & Advocacy, Latino Community Fund
Becky Shelton Assistant Principal
Amanda Shipman Parent
Eric Silvers Insurance Agent, State Farm
Mike Stone Instructional Facilitator
Brenda Struthers Instructional Facilitator
Susie Temple Community Member/Parent
Aletha Thrush Instructional Specialist
Gaby Torres Citizenship Program Associate, La Casa Hogar
Norm Walker Board Member
Kate Watters Assistant Principal
Cari Whitney Instructional Facilitator

Jennifer Coleman Instructional Facilitator
Rachel Dibble Assessment Specialist
Laurie Dilbeck Instructional Specialist
Teresa Foster Instructional Facilitator
Eric Franz Technical Specialist
Aurelio Garcia Instructional Technology Facilitator
Guadalupe Gonzalez Instructional Facilitator
Heidi Griffin Instructional Facilitator
Collette Hefner Teacher on Special Assignment
Jennifer Henson (sub) Instructional Facilitator
Dorothy Howley Teacher on Special Assignment
Jessica Karstetter Instructional Facilitator
Amber Kinley Instructional Facilitator
Adam Koenig Instructional Facilitator
Caitlin Lindborg Instructional Facilitator
Ashlee Mandrell Instructional Facilitator
Blanca Marínquique Instructional Specialist
Gina Marquis Instructional Facilitator
Jake McCaffrey Instructional Facilitator
Alita Miller Instructional Facilitator
Andie Olson Instructional Facilitator
Patti Pendergast Instructional Facilitator
Corey Phillips Teacher on Special Assignment
Carrie Pitts Instructional Facilitator
Chad Quessnell Teacher on Special Assignment
Tanya Randolph Instructional Specialist
Erica Rodriguez Instructional Facilitator
Raymond (Buddy) Smith Teacher on Special Assignment
Mike Stone Instructional Facilitator
Brenda Struthers Instructional Facilitator
Kelly Stubber Instructional Facilitator
Anetha Thrush Instructional Specialist
Cari Whitney Instructional Facilitator

Interpreter Team

Abigail Vasquez Nellie Chávez
Yesenia C. Gomez Humberto González
Esti Corner José Chávez

Instructional Focus Team Members

Kari Backlund Assessment Specialist
Molly Beyer Instructional Specialist
Teresa Blondin Instructional Facilitator
Pam Broman Instructional Facilitator
Christina Carlson Release Mentor
Barbara Cleveland Teacher on Special Assignment
Maria Chavez Ceja Instructional Specialist

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Alignment Team Members

- Cristina Arellano, Receptionist, La Casa Hogar
- Ryan Beckett, Realtor & Parent
- Jedean Corpron, Vice President, PayneWest Insurance
- Chris Corry, State Representative
- Rob Darling, Assistant Superintendent (YSD)
- Dennis Dean, Architect, KDA Architecture
- Duff DeWitt, Teacher (YSD)
- Leif Ergeson, Exec. Dir., Virginia Mason Memorial
- Kirsten Fitterer, Chief Communications Officer (YSD)
- Trevor Greene, Superintendent (YSD)
- Scott Izutsu, Associate Superintendent (YSD)
- Sydney John, Assistant Principal (YSD)
- Wayne Nelson, Realtor and Retired Teacher
- Berenice Ponce, Board Member (YSD)
- Omar Santoy, Assistant Director (YSD)
- Keila Scott, Legal Assistant to Gregory L. Scott
- Priscilla Trevino, Account Manager, The Field Group
- Graciela Villanueva, Board Member (YSD)

Student Voice Team

- 5th grade students at Garfield Elementary School
- 6th, 7th, and 8th grade students at Lewis & Clark Middle School
- 11th and 12th grade Leadership students and Link Crew leaders at Davis High School
- Leadership students at Eisenhower High School
- A diverse representation of students at Stanton Academy

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Acceleration</td>
<td>Instructional strategies used to advance the learning progress of students who are struggling academically or have fallen behind.</td>
</tr>
<tr>
<td>Billiterate</td>
<td>To read and write proficiently in two languages.</td>
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<tr>
<td>Cognitive</td>
<td>Related to thinking, reasoning, and memory.</td>
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<tr>
<td>Critical transitions</td>
<td>Points in a student’s education where they move from one key grade-level/experience to the next, such as Elementary to Middle or Middle to High School.</td>
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<tr>
<td>Culturally responsive practices</td>
<td>Teaching practices that recognize the importance of including students’ cultural references in all aspects of their learning.</td>
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<tr>
<td>Two-Way Dual Language Program</td>
<td>An academic program that is taught in two languages.</td>
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<tr>
<td>Equitable</td>
<td>The act of being fair and ensuring that every student has what they need to be successful.</td>
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<tr>
<td>Evidence-based curriculum</td>
<td>Classroom curriculum that takes into account educational research about how students learn best.</td>
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<tr>
<td>Growth mindset</td>
<td>The belief that all abilities can be developed through hard work and dedication.</td>
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<tr>
<td>High School and Beyond Plans</td>
<td>A personalized plan (required for all students in the state of Washington) that helps students set, visualize, and work to achieve their goals in high school and beyond.</td>
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<tr>
<td>Inquiry cycles</td>
<td>A process whereby teams implement their plan in 6- to 12-week time periods for the purpose of continuous improvement and disciplined implementation of their school improvement plan.</td>
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<tr>
<td>Internship</td>
<td>A short-term job that allows students to gain hands-on experience in a specific industry.</td>
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<tr>
<td>Linguistically diverse</td>
<td>Reading, writing, and speaking in languages that are not English.</td>
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<tr>
<td>MTSS</td>
<td>MTSS, or Multi-Tiered Systems of Support, is a framework that aligns academic, behavioral, and social-emotional learning services for all students.</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>The act of and approach to teaching in a classroom.</td>
</tr>
<tr>
<td>Resilience</td>
<td>Being able to persist through challenges.</td>
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<tr>
<td>Social-emotional learning</td>
<td>Teaching that supports students to understand and manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions.</td>
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<tr>
<td>Standards-aligned teaching</td>
<td>Classroom instruction that is based on students demonstrating mastery of the knowledge and skills they are expected to learn based on the state learning standards/expectations.</td>
</tr>
<tr>
<td>Trauma-informed teaching</td>
<td>Instruction that takes into account the needs of students who have experienced trauma by creating a safe and consistent environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings/emotions of others.</td>
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<tr>
<td>Vertical progression</td>
<td>Purposeful sequencing of teaching and learning expectations across multiple grade levels.</td>
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District Profile

The Yakima School District is located primarily within the boundaries of the City of Yakima. Serving a diverse population of nearly 16,000 students, Yakima is the 20th largest district in Washington, the fourth largest in Eastern Washington, and the 2nd largest Latino-majority district in the state.

One size does not fit all, especially when it comes to education. Every elementary school in the District provides full-day, daily kindergarten classes; International Baccalaureate and Advanced Placement programs at two high schools attract students from out-of-district; an already strong vocational program is growing every day with a state-of-the-art skills center; and alternative offerings include Stanton Academy, Yakima Online! and various satellite programs.

View our OSPI report card for more information about our district and schools: tinyurl.com/YSDReportCard

16,406 Students Enrolled

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>0.9%</td>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>0.4%</td>
<td>Asian</td>
</tr>
<tr>
<td>0.5%</td>
<td>Black/African American</td>
</tr>
<tr>
<td>79.5%</td>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>0.1%</td>
<td>Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>2.4%</td>
<td>Two or More Races</td>
</tr>
<tr>
<td>16.2%</td>
<td>White</td>
</tr>
</tbody>
</table>

31% English Learners
82% Free or Reduced Lunch
16% Students with Disabilities

24 Schools

14 Elementary Schools
5 Middle Schools
5 High Schools

935 Teachers

121 National Board Certified Teachers
53% Have a Masters Degree or Higher

Board of Directors

Raymond Navarro, Jr. (President)
Graciela Villanueva (Vice-President)
Martha Rice
Don Davis
Norm Walker

Trevor Greene, Superintendent of Schools

YSD7.ORG

Facebook: @YakimaSD
Twitter: @YakimaSchools
Instagram: @YakimaSchools

Yakima School District
104 N 4th Avenue, Yakima, Washington 98902